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ABSTRACT

This two-volume set comprises a program manual and a series of systematic lessons developed for the auditory skills training program at the Model Secondary School for the Deaf. The program uses a model of auditory skills which is divided into four major areas: (1) detection, the ability to perceive the presence or absence of an auditory stimulus; (2) discrimination, the perception of similarities and differences among auditory stimuli; (3) identification, the ability to associate an auditory stimulus with its representation; and (4) comprehension, the ability to produce a response that indicates understanding of a stimulus but does not directly represent the stimulus (e.g., respond correctly to a question). The program manual gives examples of activities designed to enhance skills in these four areas. It also discusses the advantages/disadvantages of various types of communication equipment, provides guidelines for operation and maintenance, and lists names of manufacturers and suppliers. The lesson book provides many additional activities for student practice and evaluation in the four skill areas. Each auditory training lesson includes a teacher lesson plan, practice and test items to be recorded on audiocards with correct student responses, student worksheets, and optional homework assignments. (VW)

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PROGRAM MANUAL

DEVELOPING AUDITORY SKILLS:

PROGRAM MANUAL

The first edition of this book was developed and written
in the Communications Department
of the Model Secondary School for the Deaf (MSSD),
by the following team:

Judith W. Marvich and ***Connie H. Knight,*** Audiologists
Norman Lederman, Audio Engineer
Jacqueline Maeder and ***Barbara L. Riggs,***
Instructional Designers
Corliss R. Goger, Instructional Assistant

The current edition was revised under the direction of:
Suzanne Manzi and ***Venita Gragg,*** Audiologists
Norman Lederman, Audio Engineer

It provides updated text and manufacturers' information,
and outlines auditory training methods
currently employed at the
Model Secondary School for the Deaf,
Gallaudet University,
Washington, DC.

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INTRODUCTION TO THE PROGRAM

Communication is essential in human society, and for individuals who seek to interact with others and their environment. Of the many integrative skills involved in successful communication, the ability to react to auditory stimuli within the environment is particularly important. Hearing impaired individuals, of course, encounter difficulties in communicative situations that require listening skills.

The Model Secondary School for the Deaf (MSSD), on the campus of Gallaudet University in Washington, DC, is committed to the philosophy of Total Communication.* Communication programs at the school are designed to provide opportunities for severely and profoundly hearing impaired students to increase the quantity and quality of information they receive through hearing. The goal is to improve the accuracy of students' perceptions of the world and the people around them.

Auditory communication training requires the cooperative efforts of students, content teachers, audiologists, and speech therapists. This manual is an example of such a cooperative program. It provides the following information about the development of auditory communication activities:

- A model of auditory skills.
- Guidelines for planning auditory communication activities.
- A set of sample communication activities.
- Information on various types of equipment, its use in auditory skills training, and its care and maintenance.
- A representative listing of equipment sources.

* The Conference of Executives of American Schools for the Deaf (CEASD) defines Total Communication as an educational philosophy that incorporates use of appropriate aural, manual, and oral modes of communication, in attempting to ensure effective communication with and among hearing impaired persons.

A MODEL OF AUDITORY SKILLS

As the human auditory system receives and processes acoustic signals, it permits the natural acquisition and use of spoken language. Auditory processing requires sorting acoustic signals and giving them meaning.

Physiological evidence shows that the auditory system becomes more complex as it moves from the cochlea, where signals are received, to the cortex of the brain, where meaning is assigned (Sanders, 1977). A number of educators, audiologists, speech pathologists, and psychologists have formulated instructional models based on this evidence (Falck, 1973; Flowers and Costello, 1970; Hardy, 1965; Regan, 1973; Sabatino, 1969; and Semel, 1976).

Hearing impaired individuals do not receive as many acoustic signals as do individuals with normal hearing. The acquisition of spoken language, therefore, is exceedingly difficult for severely and profoundly hearing impaired people.

Early fitting and routine use of amplification devices increases the numbers of acoustic signals received by hearing impaired individuals, but processing the information from those acoustic signals may require training. Because little research is available on the specific processing abilities of hearing impaired individuals, strategies for auditory training are based on instructional models for the hearing population.

The MSSD Communications Department staff uses a model of auditory skills based on physiological evidence of the increasing complexity of the auditory processing system. This model is used to identify the skills of individual students, and as a basis for development of training activities.

The auditory model is divided into four major skills areas, which are both hierarchical and integrative.

- Detection is the ability to perceive the presence or absence of auditory stimuli.

- Discrimination is the perception of similarities and differences among auditory stimuli. The skill does not focus on identifying the sounds, but rather in perceiving their similarities and differences.

- Identification requires association of an auditory stimulus with its representation. This skill involves the ability to perform naming tasks in a closed responses set.

- Comprehension is the ability to produce a response that reflects understanding of a given stimulus, without directly representing the stimulus: for instance, answering a spoken question.

AUDITORY COMMUNICATION ACTIVITIES

■ Auditory communication activities can involve either live voice or recording equipment. The difficulty of any activity may be adjusted by adding or deleting such visual cues as signs, pictures, and lip movements. Spoken responses may be required of students who need work on speech or who are comfortable with it.

■ Auditory communication activities may be based on materials from any school subject area whose concepts and vocabulary are familiar to students. Such activities are appropriate for use in individual or small group instruction. Students who consistently provide correct responses may prefer to work independently.

■ The following pages offer a number of communication activities typical of those developed and tested at MSSD. All the skills listed in the model are specifically represented by sample activities. An accompanying volume, *Developing Auditory Skills: Systematic Lessons*, provides many additional activities for student practice and evaluation.

■ Many factors can affect the auditory performance of a severely or profoundly deaf student at any given time. Those factors should be considered when selecting and implementing auditory communication activities for individual students.

FACTORS IN SELECTING AND IMPLEMENTING AUDITORY COMMUNICATION ACTIVITIES

Student-Related Factors

- Etiology, severity, and configuration of hearing loss
- Age of student
- Length and quality of exposure to amplified sound
- Stage of linguistic development
- Motivation

Stimuli-Related Factors

- Vocabulary used
- Syntax used
- Intensity (volume) of presentation
- Rate of presentation

Environment-Related Factors

- Signal-to-noise ratio
- Use or absence of visual and vibro-tactile cues
- Distance between sound source and student
- Sound quality of recorded material
- Condition of amplification system and instructional equipment

DETECTION: Perceiving the presence of sound

Objective 1: Detect the presence or absence of sound.

Equipment: Audiocard reader, audiotape cards

Teacher Note: Record one sound (environmental sound, musical measure, word, etc.) on each of several audiotape cards. Mix in a number of blank cards. Number the cards in sequence. Prepare a worksheet with columns headed "sound" and "no sound."

Student Instructions: Have the student listen to each audiotape card. Ask the student to indicate in the appropriate columns on each card when a sound occurs.

DETECTION: Recognizing the presence of sound

Objective 2: Detect the presence or absence of sound on the telephone.

Equipment: Audiocard reader, audiotape cards or telephone

Teacher Note: Record one telephone sound (ring, busy signal, voice, taped message, dial tone, etc.) on each of several audiotape cards. Mix in a number of blank cards. Number the cards in sequence. Prepare a worksheet with columns headed "sound" and "no sound."

(Instead of audiocards, you may want to use a real telephone for practice.)

Student Instructions: Have student listen to each audiotape card or telephone sound. Ask the student to check the appropriate column to indicate when any sound occurs.

DISCRIMINATION: Discriminating between prosodic cues

Objective 3: Decide whether two sentences are the same or different, based on prosodic cues.

Equipment: Audiocard reader, audiotape cards

Teacher Note: Record identical sentences on pairs of audiotape cards. One sentence of each pair may be recorded as a question and the other as a statement, or both cards can be recorded with similar intonation. For example:

Card 1A: You live here. flat intonation
Card 1B: You live here? rising intonation

Prepare a worksheet with columns headed "same" and "different."

Student Instructions: Have students listen to each pair of sentences. Ask them to indicate whether the pairs of sentences have the same or different intonal patterns, by checking the appropriate column on the worksheet.

DISCRIMINATION: Discriminating among speech and non-speech stimuli

Objective 4: Decide whether a sound consists of speech or non-speech stimuli.

Equipment: Audiocard reader, audiotape cards

Teacher Note: Record pairs of identical or different sounds on several audiotape cards, pausing between the stimuli. Both speech and non-speech sounds should be used. Indicate the pause between the two sounds on each card by notching it into segments, drawing lines, or providing other visual cues. For example:

Audio-card

(speaking voice)	SOUND OF
HOUSE	DOG BARKING

Prepare a worksheet with columns headed "same" and "different."

Student Instructions: Have students listen to each pair of sounds. Ask them to indicate whether the stimuli are the same or different (speech/speech or non-speech/non-speech are the same, speech/non-speech are different) by checking the appropriate column on the worksheet.

DISCRIMINATION: ***Discriminating among various speech stimuli***

Objective 5: Discriminate between pairs of spoken words.

Equipment: Audiocard reader, audiotape cards

Teacher Note: Record pairs of identical or different spoken words on several audiotape cards, pausing between words. Indicate the pause on each card by notching it into segments, drawing lines, or providing other visual cues. Prepare worksheet with columns headed "same" and "different."

Student Instructions: Have students listen to each pair of words. Ask them to indicate whether the words are the same or different by checking the appropriate column on the worksheet.

Reference: Erber, 1976

DISCRIMINATION: ***Discriminating among telephone sounds***

Objective 6: Discriminate between pairs of telephone sounds.

Equipment: Audiocard reader, audiotape cards

Teacher Note: Record pairs of identical or different telephone sounds on several audiotape cards, pausing between the sounds. Indicate the pauses between the two sounds on each card by notching it into segments, drawing lines, or providing other visual cues. Prepare a worksheet with columns headed "same" and "different."

Student Instructions: Have students listen to each pair of telephone sounds. Ask them to indicate whether the sounds are the same or different by checking the appropriate column on the worksheet.

IDENTIFICATION: ***Detecting numbers of sounds***

Objective 7: Identify numbers of sounds.

Equipment: Audiocard reader, audiotape cards

Teacher Note: Record a number of pure tones, animal noises,or environmental sounds on each of several audiotape cards. Vary the number of sounds recorded on each card from one to seven. Number the cards and prepare a worksheet with a blank line next to each item number.

Student Instructions: Have students listen to the cards. Tell students to decide how many sounds they hear on each card and write the number in the appropriate place on the worksheet.

IDENTIFICATION: ***Using prosodic cues for identification***

Objective 8: Identify sentences as statements or questions.

Equipment: Audiocard reader, audiotape cards

Teacher Note: Record one statement on each of several audiocards. Record one question each on several additional cards. Mix the two sets of cards into one stack and number them in sequence. Prepare a worksheet with two columns headed "statement" and "question."

Student Instructions: Have students listen to each card. Tell students to indicate whether each card has a question or a statement, by checking the appropriate column on the worksheet.

IDENTIFICATION: ***Identifying speech stimuli***

Objective 9: Identify spoken words.

Equipment: Audiocard reader, audiotape cards

Teacher Note: Prepare a worksheet with lists of 10 to 20 pairs of words. Record one spoken word from each pair on each audiotape card. Number the cards to correspond with the worksheet items.

Student Instructions: Ask students to listen to each card, then to read and circle the corresponding pairs of words on the worksheet.

IDENTIFICATION: ***Using memory for speech discrimination***

Objective 10: Listen to a spoken sentence, then place words in order.

Equipment: Audiocard reader, audiotape cards, index cards

Teacher Note: Record sentences on audiotape cards. Write the same sentences on index cards, and cut apart the individual words. Place each sentence puzzle in an envelope with its audiotape card.

Student Instructions: Ask students to listen to each audiotaped sentence, then arrange the pieces of the sentence puzzle in the same order as the recording.

IDENTIFICATION: Completing sentences

Objective 11: Identify the appropriate word to complete a sentence.

Equipment: Audiocard reader, audiotape cards

Teacher Note: Prepare several sets of audiotape cards as follows: Record a complete sentence on card A. Print or type the sentence on the card, leaving a blank space instead of the final word. On card B, record a set of three words, pausing between words. One of the words should be the final word of the recorded sentence on card A. Prepare a worksheet that lists the three word choices for each item. For instance:

Card 1A

"The next class is history."	The next class is _____.
(recorded)	(written on card)

Card 1B

"English" "Biology" "History"
(recorded)

Student Instructions: Ask students to listen to each complete sentence, then read the incomplete sentence written on the card, and listen to the three word choices. Tell students to select the word that completes the recorded sentence, and to circle the appropriate word on the worksheet.

IDENTIFICATION: ***Identifying telephone signals***

Objective 12: Identify various telephone signals.

Equipment: Audiocard reader, audiotape cards

Teacher Note: Record telephone signals (ringing, busy signal, dial tone, wrong dial) on different audiotape cards. List the signals and give the list to the student.

Student Instructions: Have the student listen to each of the signals, then identify them from the list.

IDENTIFICATION: ***Identifying telephone messages***

Objective 13: Identify various recorded telephone messages.

Equipment: Audiocard reader, audiotape cards, index cards

Teacher Note: Preparation: Record standard telephone messages on different audiotape cards. Prepare a list of the messages and give the list to the student.Messages might include the following:

"The number you have dialed is not in service. Please check the number and dial again."

"Your call cannot be completed as dialed.

"Please hang up and try again."

"All lines at the number you have dialed are busy. Please hold on and the first available operator will take your call."

Student Instructions: Present the cards in random order. Have the student listen to each of the messages, then identify them from the list.

COMPREHENSION: Understanding spoken directions

Objective 14: Carry out spoken instructions.

Equipment: None

Teacher Note: Prepare and read aloud a list of directions or instructions: "Walk to the door," "Open your book," "Go to the board," etc.

Student Instructions: Ask the student to listen to each of the directions and to respond by carrying them out as spoken.

COMPREHENSION: Understanding telephone questions

Objective 15: Respond accurately to questions asked by telephone.

Equipment: Two telephones

Teacher Note: Prepare a list of telephone questions that require specific answers: "Who am I speaking to?" "What time is it?" "What school do you go to?" etc.

Student Instructions: Call the student from a telephone in another room. Ask the student questions from the list. The student should respond appropriately.

COMPREHENSION: ***Understanding information given by telephone.***

Objective 16: Obtain and repeat information provided by telephone.

Equipment: Telephone

Teacher Note: Prepare a list of questions related to the weather. "What is the temperature right now?" "Will it rain today?" etc.

Student Instructions: Ask the student to dial weather information. The student should listen to the weather forecast, then answer the teacher's questions about the day's weather.

COMMUNICATION EQUIPMENT

When a school is planning to purchase any kind of instructional equipment, the considerations usually include budget, environment, objectives, and procedures. Two distinct categories of equipment are used for auditory communication activities.

- Amplification equipment includes auditory training systems and personal hearing aids.
- Instructional equipment includes audiocard readers, tape recorders, record players, etc.
- Equipment that is properly operated and cared for is easier to use, provides better sound quality, and usually does not need to be replaced as often.

AMPLIFICATION EQUIPMENT

Auditory training systems make maximum use of students' residual hearing and offer advantages not usually found in personal hearing aids. Some personal hearing aids, however, do have direct audio input capability. They may be coupled to microphones, television and radio receivers, tape machines, and FM auditory training systems.

The advantages of auditory training systems include:

- Improved signal-to-noise ratio.
- Better sound quality (less distortion, wider frequency response).
- Capability of connections with tape recorders, phonographs, and other audio equipment.

Standard audio and video equipment, even with headphones, usually cannot provide sufficient output levels for students with severe or profound hearing loss. Additional amplification, provided by portable or hardwire auditory trainer amplifiers and suitable high-output headphones, can offer better quality signals at more appropriate levels.

An extra circuit added to auditory trainer amplifiers can suppress excessively high sound levels that might be painful to listeners or damaging to the headphones.

With many auditory training systems, maximum output, left/right balance, gain, and frequency response may be tailored to suit the needs of individual students. In some situations, specially constructed systems may be more appropriate than conventional auditory training systems.

The conventional hardwire amplifier system provides a microphone for the teacher and microphones and headphones for students. All the microphones and headphones are connected to a central location, usually the teacher's lectern, that contains a compression amplifier to maintain fixed volume. The volume is preset by the teacher, but individual headphones are adjustable.

Hardwire amplifier systems offer the following advantages:

- They provide excellent sound quality reproduction.
- They are suitable for groups larger than four.
- They are immune to external interference.
- They can incorporate audio output from such additional equipment as audio and videotape playback machines.

The major disadvantage of hardwire amplifier systems is that the required connecting wires and power cords may limit mobility and cause discomfort for students and teachers.

This hardwire amplifier system connects the teacher's lectern with student headphones and microphones.

Most high-quality radio-frequency (RF) auditory training systems are of the frequency modulation (FM) variety. In an FM system, the teacher's microphone transmits signals to receivers worn by students. FM receivers can be coupled to students' hearing aids through direct audio input adaptors, or by means of teleloop or telecoil induction coupling. Receivers with individual earphones are also available.

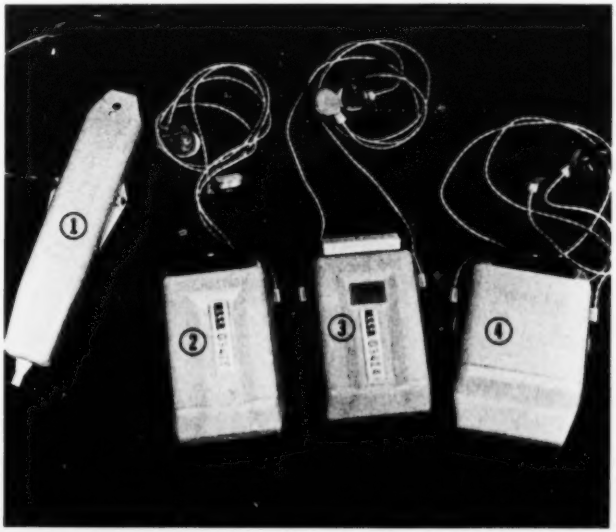
Infrared systems transmit sound through harmless invisible light. Listeners wear receivers with earphones, or adaptors for coupling the signal to personal hearing aids.

The advantages of RF and infrared systems include:

- They provide excellent sound quality.
- They offer freedom of movement throughout the instructional area.
- Their portability offers the instructor freedom to select a variety of instructional areas.
- No "spillover" from nearby systems is possible.
- External audio sources (radio, record player, etc.) may be connected to the transmitter.

The only disadvantages of RF and infrared systems are economic:

- They usually require a large initial investment.
- They have potential for high maintenance costs; units worn by students and teachers are more likely to be damaged in use than less mobile systems.



An RF system might include a transmitter microphone (1) and three kinds of receivers: FM only (2), FM monaural (3), and FM binaural (4).

In an induction loop system, the teacher's microphone is connected to an amplifier that generates a magnetic field through wiring installed around the room. Additional microphones may be set to pick up students' voices. The magnetic field is detected and amplified either by students' personal hearing aids (switched to the telephone mode) or by special body receivers provided with the system.

The placement of the induction loop is important; manufacturers' installation instructions should be followed carefully.

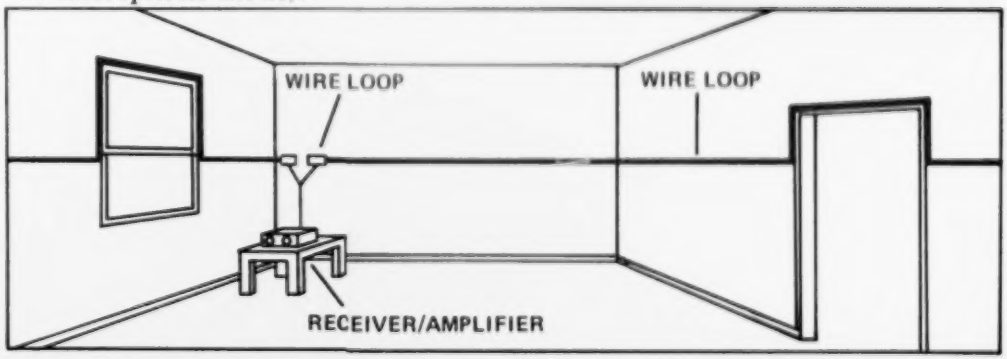
Induction loop systems offer many advantages.

- They are economical.
- They are wireless, affording freedom of movement throughout the looped area.
- They are compatible with students' personal hearing aids (telephone or microphone mode).

Disadvantages of an induction loop system might include:

- The possibility of external interference from nearby fluorescent lighting, machinery, radio signals, etc.
- The possibility of "spillover" to and from adjacent classrooms.
- Sound levels may be inconsistent, depending on distances from student to loop. This problem can be minimized by careful installation of the loop.

Top: Students experiment with a small portable induction loop system.



Wiring for an induction loop system circles the room.

With a portable auditory training system, students receive auditory information via compact desk amplifiers and high-output headphones. Portable auditory training systems are usually powered by built-in rechargeable batteries. This type of system is used primarily for one-to-one instruction; but some models will accommodate as many as four headsets.

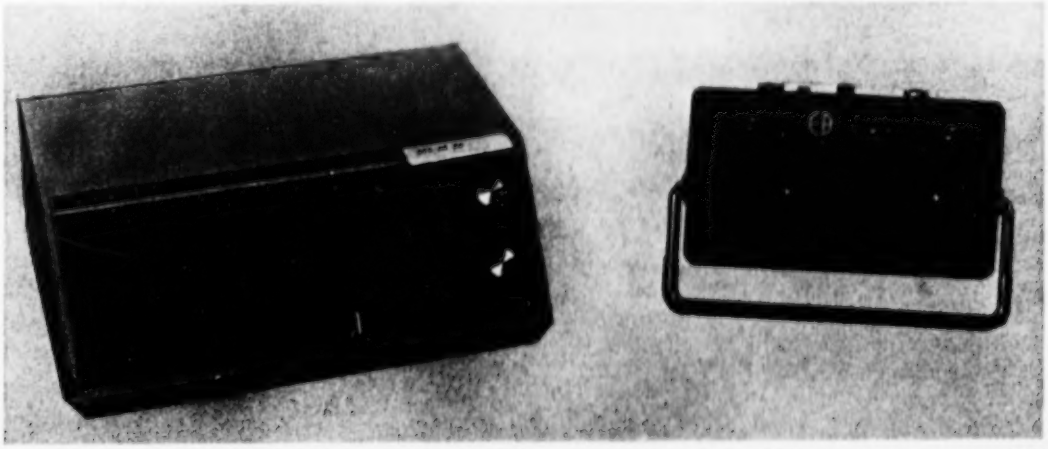
Portable auditory training systems may use an external teacher microphone or internal monaural or binaural microphones. Systems that use internal microphones are similar in function to personal hearing aids and are subject to the same environmental considerations.

The advantages of portable auditory training systems include:

- Their portability makes them adaptable to a variety of instructional uses.
- They offer excellent sound quality reproduction.
- They are immune to external interference.
- They are capable of using the audio output of additional equipment, such as audio and videotape playback machines.

Disadvantages of these systems might include:

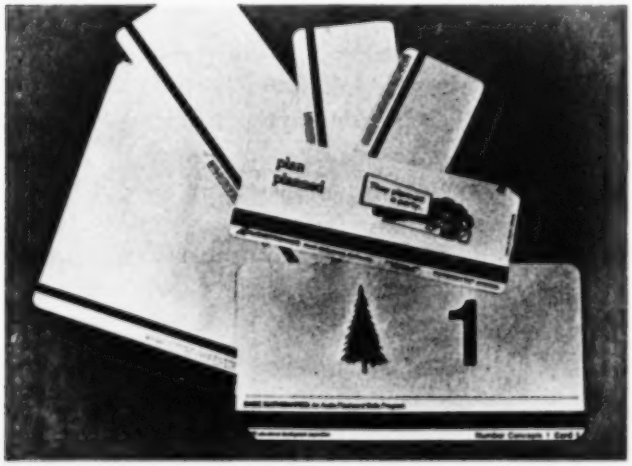
- The limited mobility of teachers and students wearing headphones and connecting wires.
- The need to monitor and occasionally recharge internal batteries.



Compact portable amplifiers are often powered by rechargeable batteries.

INSTRUCTIONAL EQUIPMENT

The instructional equipment described in this section should be used only with appropriate teacher supervision. Equipment that can be used for auditory communication activities includes audiocard readers, tape recorders, and record players.



AUDIOCARD READERS

Audiocard readers are very similar to tape recorders. Sound is recorded on magnetic audio tape and played back on the equipment. In audiocards, short lengths of tape are permanently bonded to stiff paper cards, rather than wound onto reels or cassettes. Audiocards are available in various sizes, pre-recorded or blank. Words or illustrations may be printed on the side of the card that faces the student.

The audiocard is inserted into the audiocard reader for playing or recording a brief message. Generally, two tracks can be recorded on each card; one track may be used by the instructor and the other is open for the student's response.

Left Audiocards come in several sizes, either blank or pre-recorded.

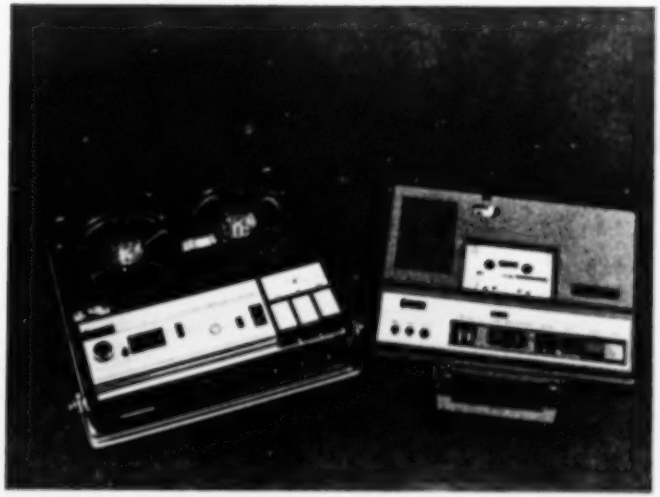
Below: Audiocard readers are easy for both student and teacher to use.

Audiocards are convenient for messages of short duration (six sentences or less). For longer information, cassette and reel-to-reel tape recorders should be used. Tape recorders with counters make it easy to locate desired sections of tape.

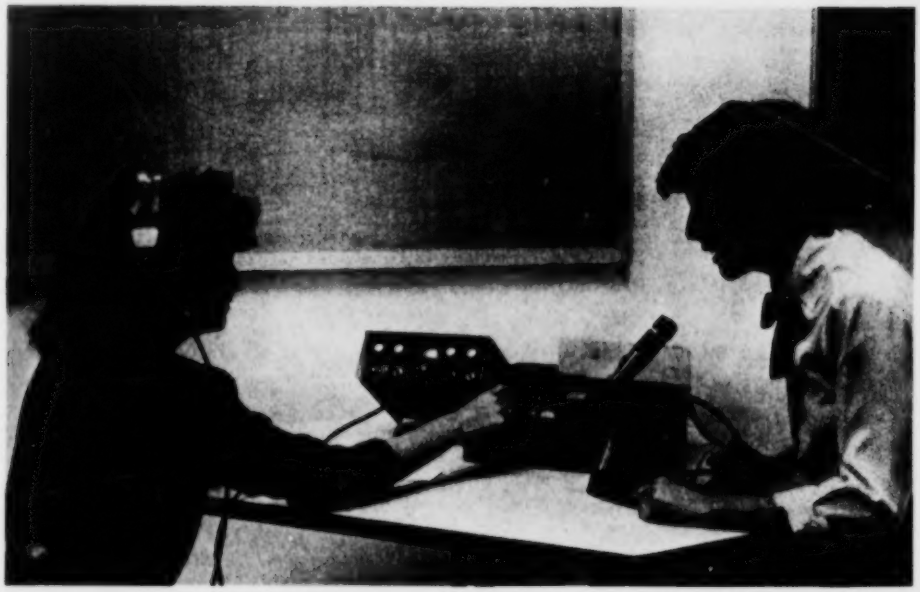
Phonograph records and record players require more care than tapes, and tapes are generally easier to use. Many instructors prefer to locate particular sounds or passages on records, then transfer them to tape for student use. This also affords greater freedom in arranging the information.

Below: Reel-to-reel or cassette tape recorders are useful for longer materials.

Right: The student indicates sound direction as the teacher regulates the stereo balance control.



An external cardioid microphone should be used for recording lessons.



The student works on the lessons, using an auditory trainer amplifier.

GUIDELINES FOR OPERATION AND MAINTENANCE

Successful use of auditory communication activities depends on several variables:

- Methods of recording information.
- Presentation of the activities.
- Environmental conditions for instruction.
- Condition and care of equipment.

RECORDING INSTRUCTIONAL MATERIALS

A built-in microphone is part of all audiocard recorders and many cassette recorders. Although they are convenient, built-in microphones are often susceptible to mechanical vibrations, resulting in noisy, poor fidelity recording. To improve the quality of recorded materials, it is best to use an external, unidirectional (cardioid) microphone.

Some audiocard and tape recorders offer a half-speed feature that doubles the maximum recording and playback time. This feature should not be used when high-quality sound reproduction is required.

Use a tabletop stand to hold the microphone in a fixed position, freeing the hands to operate other equipment. Speak in a normal conversational tone, six to eight inches from the microphone. The unit's automatic record-gain control is designed to prevent overload distortion. Adjust the microphone distance if playback volume is too low or distorted.

PRESENTING THE MATERIALS

Audio information may be presented to the student through headphones, hearing aid receivers, or loudspeakers. Additional (external) amplification is recommended for presenting recorded materials through high-output headphones.

A hardwire or portable auditory training system is ideal for this purpose. Consult the operator's manual that comes with the auditory training system for information on connecting additional equipment.

Students can use their hearing aids for activities that will be presented by loudspeaker at conversational level (about 60 dB). That level can be achieved by most recording equipment with built-in loudspeakers. If the material is to be presented to more than four students at a time, additional amplification and a larger loudspeaker may be needed.

CARE OF INSTRUCTIONAL EQUIPMENT

It is important to be well acquainted with the standards of performance to be expected of any equipment, so that you can recognize problems as they occur. A basic routine check of equipment should include the following steps.

- Listen to each piece of auditory equipment for excessive noise and sound distortion.
- Check headphones and connective cords. Move the cord from side to side to check for noise, while playing a tape or providing other input. Repair or replace faulty cords.
- Check all volume controls and switches. Clean "scratchy" controls and faulty switches with TV contact cleaner.
- Repair or replace cracked cases and other broken parts.

To achieve consistent, high quality results with audiocard readers and tape recorders, follow these procedures:

- After every 10 hours of use (or sooner if sound loses clarity) clean audiocard readers with a special cleaning card available from the manufacturer. Follow instructions given in the manual.
- For tape recorders, use a cotton swab lightly moistened with denatured alcohol to clean tape guides, heads, rubber pinch rollers, and any other parts that come into contact with audiotape. The operator's manual that comes with the recorder will provide further information on maintenance.
- Store all recorded materials in a cool, dry environment, away from stray magnetic fields (tape erasers, magnets, etc.). Store audiocards with the magnetic strips facing away from each other.

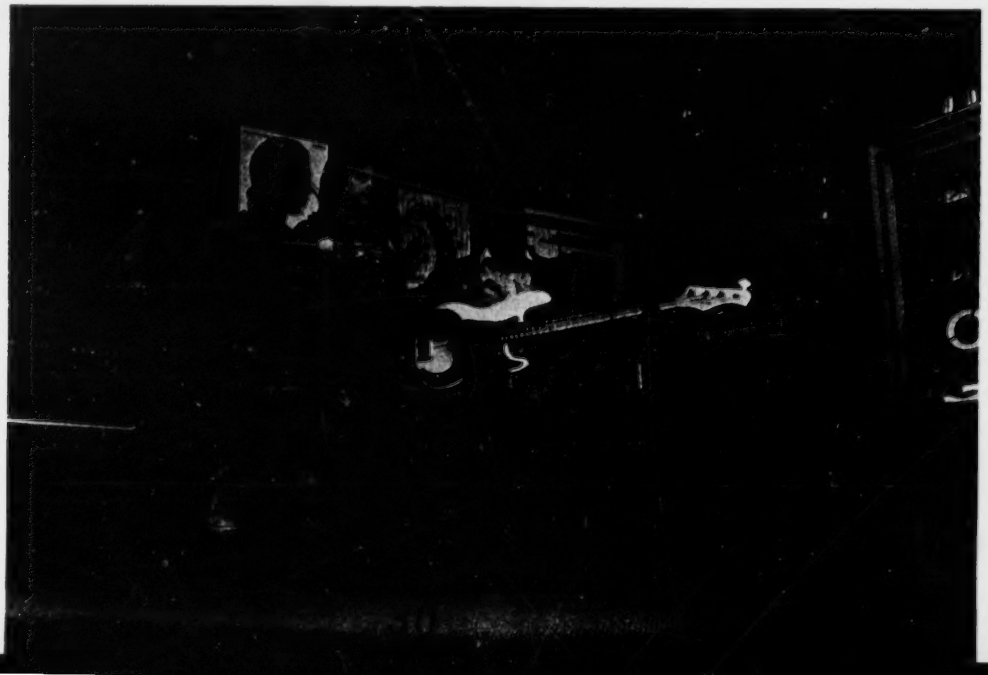
ENVIRONMENTAL CONDITIONS

Environmental conditions directly affect the development of communication skills among hearing impaired students. The right equipment can make a well-planned instructional area more functional for communication, but can be useless in an adverse environment.

Hearing impaired students need direct visual access to the teacher and to other students. Adequate lighting is necessary for all teaching activities.

When personal hearing aids or auditory trainers with built-in microphones are used in an instructional setting, the ideal distance from speaker to microphone is less than two feet. In environments that are less than ideal, a system using an external teacher's microphone is recommended for maximum signal-to-noise ratio.

Sound can be made accessible to the senses of sight and touch. Color organ displays can demonstrate frequency and rhythm. Boards or floors connected to sound systems by transducers can present sound as a tactile experience. (See Lederman, *The Science of Sound*, Outreach, 1984).



Sound is more enjoyable when it is accessible to the senses of vision and touch.

EQUIPMENT SOURCES

SYSTEM DESIGN

Center for Communication Research
1531 St. Paul St.
Rochester, NY 14621

Oval Window Audio
309 Congress St.
Portland, ME 04101

AUDIOCARD READERS

Audiotronics
7428 Bellaire Ave.
North Hollywood, CA 91605

Bell & Howell
Audio-Visual Products Division
7100 N. McCormick Rd.
Chicago, IL 60645

Califone International, Inc.
5922 Bowcroft St.
Los Angeles, CA 90016

HIGH-OUTPUT HEADPHONES

Telephonics
770 Park Ave.
Huntington, NY 11743

Telex Communication, Inc.
9600 Aldrich Ave., South
Minneapolis, MN 55420

Jay L. Warren, Inc.
721 W. Belmont Ave.
Chicago, IL 60652

FM RADIO FREQUENCY SYSTEMS

Earmark, Inc.
1125 Dixwell Ave.
Hamden, CT 06514

Phonic Ear, Inc.
250 Camino Alto
Mill Valley, CA 94941

Telex Communication, Inc.
9600 Aldrich Ave.,South
Minneapolis, MN 55420

HARDWIRE SYSTEMS

Precision Acoustics Industries, Inc.
501 Fifth Ave., Suite 704
New York, NY 10017

Jay L. Warren, Inc.
721 W. Belmont Ave.
Chicago, IL 60652

INDUCTION LOOP SYSTEMS

Hal-Hen Co.
35-53 24th St.
Long Island City, NY 11106

Oval Window Audio
309 Congress St.
Portland, ME 04101

INFRARED SYSTEMS

IPAS International Corp.
1440 Broadway, Suite 2250
New York, NY 10018

Siemens Hearing Instruments
685 Liberty Ave.
Union, NJ 07083

PORTABLE SYSTEMS

(with built-in rechargeable batteries)

Electronic Futures, Inc.
801 N. Main St. Ext.
Wallingford, CT 06492

Eckstein Bros., Inc.
4807 W. 118th Place
Hawthorne, CA 90250

Guinta Associates
67 Leuning Dr.
S. Hackensack, NJ 07606

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Gallaudet
Pre-College Programs

DEVELOPING AUDITORY SKILLS:

SYSTEMATIC LESSONS

DEVELOPING AUDITORY SKILLS:

SYSTEMATIC LESSONS

Written by ***Suzanne Manzi***
and ***Venita Gragg***
Communications Department
Model Secondary School for the Deaf
Gallaudet University

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INTRODUCTION TO THE PROGRAM

This book, Developing Auditory Skills: Systematic Lessons, was developed to accompany the Developing Auditory Skills: Program Manual. The manual describes the auditory skills training program at the Model Secondary School for the Deaf (MSSD), at Gallaudet University in Washington, DC.

In order to base student learning as closely as possible on the principles of the training program, these Systematic Lessons offer a series of interesting and carefully designed opportunities to increase the use of residual hearing. The lessons work well in classroom situations, and are particularly appropriate for individual therapy.

The activities in this book encourage students to be responsible for their own improvement, to concentrate on specific skills, and to work with minimal supervision.

Selecting Communication Activities

The model of auditory skills used at MSSD is divided into four major areas (Marvich, et al, 1980).

Detection is the ability to perceive the presence or absence of an auditory stimulus.

Discrimination is the perception of similarities and differences among auditory stimuli. The student is not asked to identify the stimuli, but rather to perceive their similarities or differences.

Identification is the ability to associate an auditory stimulus with its representation. Students are asked to name stimuli, using a closed response set.

Comprehension is the ability to produce a response that indicates understanding of a stimulus but which does not directly represent the stimulus, for instance, by responding correctly to a question.

The skills are hierarchical. For example, a student must be able to detect the presence or absence of sound before being able to identify single words.

The lessons in this book are presented in logical sequence, but students may choose to work on several different objectives simultaneously. For example, a student may be learning to identify environmental sounds while also working to identify short phrases through speechreading.

Each Auditory Training Lesson Includes:

1. A teacher lesson plan.

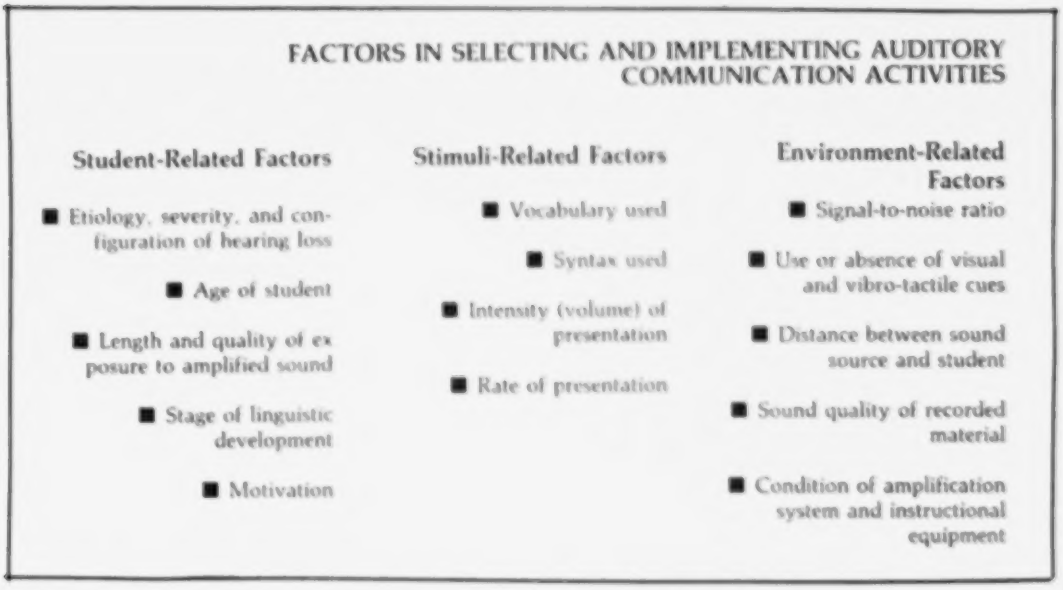
2. Practice and test items to be recorded on audiocards, with correct student responses.

3. Student worksheets.

4. Optional homework assignments.

The lessons are carefully structured, and may be adapted for use with information from any content area in which concepts and vocabulary are familiar to students. Each lesson can be made easier or more difficult by adding or deleting visual cues (signs, pictures, lip movements). Students who are comfortable with speech, or who require additional work on it, may be asked to respond to the lessons orally.

The chart below is from Developing Auditory Skills: Program Manual. It outlines factors to be considered in selecting auditory communication exercises for individual students.


FACTORS IN SELECTING AND IMPLEMENTING AUDITORY COMMUNICATION ACTIVITIES
Student-Related Factors
■ Etiology, severity, and configuration of hearing loss
■ Age of student
■ Length and quality of exposure to amplified sound
■ Stage of linguistic development
■ Motivation
Stimuli-Related Factors
■ Vocabulary used
■ Syntax used
■ Intensity (volume) of presentation
■ Rate of presentation
Environment-Related Factors
■ Signal-to-noise ratio
■ Use or absence of visual and vibro-tactile cues
■ Distance between sound source and student
■ Sound quality of recorded material
■ Condition of amplification system and instructional equipment

Equipment for Student Use

The lessons outlined in this book are designed for use with audiocard readers (Bell and Howell Language Master, Model 717-B) and cassette tape recorders. Where this equipment is unavailable, the verbal messages may be given by live voice.

Students should use their own hearing aids or other auditory amplification equipment. A list of equipment sources is provided in Appendix C.

PROGRAM GOALS AND OBJECTIVES*

Goal 1. Students demonstrate awareness of sound (page 5).

Goal 2. Students discriminate between suprasegmental features (page 9).

2A. Students discriminate among sounds of different length.

2B. Students identify sounds as long or short.

2C. Students discriminate among sounds differing in volume.

2D. Students identify sounds as loud or quiet.

2E. Students discriminate among sounds of different pitch.

2F. Students identify sounds as high or low pitched.

2G. Students attach meaning to sounds, based on suprasegmental features.

Goal 3. Students comprehend non-linguistic sounds in the environment (page 43).

3A. Students identify non-linguistic sounds during a structured task.

3B. Students comprehend non-linguistic sounds in the natural environment.

Goal 4. Students comprehend single words and short phrases in context (page 47).

4A. Students identify single words during a structured task.

4B. Students identify short phrases during a structured task.

4C. Students respond to short phrases in the natural environment.

Goal 5. Students comprehend details in sentences (page 75).

5A. Students identify at least two details of a structured message.

Goal 6. Students comprehend several connected sentences (page 79).

6A. Students identify the topic of a short passage.

6B. Students comprehend specific information from a passage, given prior clues of what to listen for.

6C. Students comprehend information from a passage, given only the topic.

6D. Students comprehend information from a passage without prior clues.

---

* The goals and objectives for this program are based on auditory and speechreading development skills listed in the KDES Auditory Skills Curriculum Guide, published by Outreach, Gallaudet Pre-College Programs, 1982.

GOAL 1. DEMONSTRATING AWARENESS OF SOUND

Teacher Lesson Plan

Preparation:

Record one sound on each of several audiocards. Environmental sounds, musical notes, or speech sounds may be used but should vary in duration, intensity, and pitch. Mark each audiocard on which sounds have been recorded with a star.

Instruction:

Have the student listen to the audiocards. Ask the student to circle "yes" or "no" on each card to indicate whether a sound was heard. After completing the activity, the student should check the answers, making sure that all cards with stars are checked "yes."

GOAL 1. DEMONSTRATING AWARENESS OF SOUND

Practice Items and Correct Student Responses

To Be Recorded	Student Responses
1. Blank audiocard	1. no
2. Telephone ringing	2. yes
3. Man's voice, "Hello."	3. yes
4. "The boy runs."	4. yes
5. Train moving	5. yes
6. Blank audiocard	6. no
7. Car horn honking	7. yes
8. Speech sound "o"	8. yes
9. "What is your name?"	9. yes
10. Speech sound "e"	10. yes
11. Blank audiocard	11. no
12. Blank audiocard	12. no
13. "How are you?"	13. yes
14. Speech sound "m"	14. yes
15. Woman's voice, "Hello."	15. yes
16. Blank audiocard	16. no
17. Clock ticking	17. yes
18. "What time is it?"	18. yes
19. Speech sound "sh"	19. yes
20. Blank audiocard	20. no

GOAL 1. DEMONSTRATING AWARENESS OF SOUND

Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to each card. Do you hear any sound? Circle YES when you hear a sound. Circle NO when you do not hear a sound.

1.	YES	NO
2.	YES	NO
3.	YES	NO
4.	YES	NO
5.	YES	NO
6.	YES	NO
7.	YES	NO
8.	YES	NO
9.	YES	NO
10.	YES	NO
11.	YES	NO
12.	YES	NO
13.	YES	NO
14.	YES	NO
15.	YES	NO
16.	YES	NO
17.	YES	NO
18.	YES	NO
19.	YES	NO
20.	YES	NO

Now check your work! Turn over each card. Cards with sounds have stars on them. Check your answers and listen again to the cards you missed. Give this paper to your teacher.

GOAL 1. DEMONSTRATING AWARENESS OF SOUND

Optional Homework Assignment:

What Sounds Can You Hear?

NAME _____ DATE _____

Instructions: List the sounds that you can hear.

I. AT HOME

Bedroom	Bathroom
1. example - alarm clock ringing	1.
2.	2.
3.	3.
4.	4.

Living Room	Kitchen
1.	1.
2.	2.
3.	3.
4.	4.

II. AT SCHOOL

Classroom	Cafeteria
1.	1.
2.	2.
3.	3.
4.	4.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

Objective 2.A. Students demonstrate the ability to discriminate between sounds of different lengths.

Teacher Lesson Plan

Preparation:

Record pairs of words on several audiocards, pausing between the words. The words may have the same number of syllables (cowboy/hot dog) or a different number (cowboy/ball).

Indicate pauses between words by notching the cards into segments, drawing lines, or using other visual cues. The words should be written on the backs of the audiocards.

Instruction:

Have the student listen to each pair of words. Ask the student to indicate whether the words have the same or a different number of syllables by circling the correct answer on the worksheet. After completing the activity, the student should check the answers against the words written on the back of each card.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.A. Practice Items and Correct Student Responses

To Be Recorded	Student Responses
1. hot dog/cowboy	1. same
2. ball/dollhouse	2. different
3. baseball/cat	3. different
4. birthday/cupcake	4. same
5. footstool/ice cream	5. same
6. dishpan/rainbow	6. same
7. eyebrow/dog	7. different
8. railroad/toothbrush	8. same
9. mushroom/cat	9. different
10. playground/door	10. different
11. cow/boy	11. same
12. new/old	12. same
13. airplane/sunset	13. same
14. sidewalk/fun	14. different
15. horseshoe/no	15. different
16. stairway/armchair	16. same
17. eardrum/bell	17. different
18. pancake/doormat	18. same
19. ice/car	19. same
20. hit/cowboy	20. different

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.A. Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to each card. You will hear two words. Circle "same" if the two words have the same number of syllables. Circle "different" if the words have different numbers of syllables.

Example:

baseball, hot dog (2 syllables each) = "same"
ball, cow (1 syllable each) = "same"
rainbow (2 syllables), horse (1 syllable) = "different"

1.	same	different	11.	same	different
2.	same	different	12.	same	different
3.	same	different	13.	same	different
4.	same	different	14.	same	different
5.	same	different	15.	same	different
6.	same	different	16.	same	different
7.	same	different	17.	same	different
8.	same	different	18.	same	different
9.	same	different	19.	same	different
10.	same	different	20.	same	different

Now Check your work!

Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

Objective 2.B. Students demonstrate the ability to identify sounds as long or short.

Teacher Lesson Plan

Preparation:

Record one word on each of several audiocards. They should be either one- or two-syllable words, and should also be written on the backs of the audiocards.

Instruction:

Have the student listen to each audiocard. Student must listen for the number of syllables and write the appropriate number—1 or 2—on the worksheet. After completing the activity, the student should check the answers against the words written on the back of each card.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.B. Practice Items and Correct Student Responses

To be Recorded	Student Responses
1. duck	1. 1
2. birdhouse	2. 2
3. ball	3. 1
4. bear	4. 1
5. airplane	5. 2
6. bird	6. 1
7. band-aid	7. 2
8. boat	8. 1
9. baseball	9. 2
10. bathtub	10. 2
11. cowboy	11. 2
12. book	12. 1
13. cupcake	13. 2
14. bread	14. 1
15. bridge	15. 1
16. broom	16. 1
17. doghouse	17. 2
18. bed	18. 1
19. popcorn	19. 2
20. toothpaste	20. 2

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.B Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to the card. You will hear a word. Does the word have one sound (syllable) or two sounds (syllables)? Circle number 1 or 2 next to the number of the card.

1.	1	2	11.	1	2
2.	1	2	12.	1	2
3.	1	2	13.	1	2
4.	1	2	14.	1	2
5.	1	2	15.	1	2
6.	1	2	16.	1	2
7.	1	2	17.	1	2
8.	1	2	18.	1	2
9.	1	2	19.	1	2
10.	1	2	20.	1	2

Check your work!

Turn over each card for the answers. Listen again to the cards you missed. give this paper to your teacher.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.B Optional Homework Assignment

How Many Syllables?

NAME _____ DATE _____

Instructions: Write the number of syllables in each word.

Example: baseball 2

1. please _____
2. Friday _____
3. understand _____
4. fourteen _____
5. party _____
6. dormitory _____
7. wonderful _____
8. April _____
9. speech _____
10. music _____
11. bedroom _____
12. hamburger _____
13. fine _____
14. September _____
15. principal _____
16. airplane _____
17. brother _____
18. yesterday _____
19. student _____
20. communication _____

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

Objective 2.C. Students demonstrate the ability to discriminate between sounds differing in volume.

Teacher Lesson Plan

Preparation:

Record pairs of identical words on several audiocards, pausing between the words. One word in each pair may be recorded much louder than the other, or both words may be spoken at the same intensity level.

It is recommended that the quieter tone be recorded at normal conversational levels; some students may not be able to hear very quiet sounds, even with their hearing aids. Indicate the pause between words by notching the card or using another visual cue. Write the answers on the backs of the cards.

Instruction:

Have the student listen to each pair of words. Ask the student to indicate whether the words are spoken at the same or different intensity levels by circling the correct answer. After completing the activity, ask students to check their answers with those written on the backs of the cards.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.C. Practice Items and Correct Student Responses

Note: Words in capital letters are to be read loudly; lower case words should be recorded at normal speech levels.

To Be Recorded	Student Responses
1. PLEASE - please	1. different
2. BALL - BALL	2. same
3. boy - boy	3. same
4. bread - BREAD	4. different
5. CAT - CAT	5. same
6. no - NO	6. different
7. rope - ROPE	7. different
8. DAY - day	8. different
9. BOX - BOX	9. same
10. tree - tree	10. same
11. YOU - you	11. different
12. ON - ON	12. same
13. lip - lip	13. same
14. toe - TOE	14. different
15. DAD - dad	15. different
16. yes - yes	16. same
17. look -look	17. same
18. gun - GUN	18. different
19. food - food	19. same
20. PIG - PIG	20. same

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.C. Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to the audiocards. You will hear two words. Circle "same" if both words are the same loudness. Circle the word "different" if one word is louder than the other.

Practice:

Listen to the card marked "sample." You will hear two words. The two words sound the same. They are both loud. Circle "same" on your paper.

1.	same	different	11.	same	different
2.	same	different	12.	same	different
3.	same	different	13.	same	different
4.	same	different	14.	same	different
5.	same	different	15.	same	different
6.	same	different	16.	same	different
7.	same	different	17.	same	different
8.	same	different	18.	same	different
9.	same	different	19.	same	different
10.	same	different	20.	same	different

Check your work!

Turn over each card to find the answers. Listen again to the cards you missed. Give this paper to your teacher.

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GOAL 2. DISCRIMINATING BETWEEN SOUNDS

Objective 2.D. Students demonstrate the ability to identify auditory stimuli as loud or quiet.

Teacher Lesson Plan

Preparation:

Record one word on each of several audiocards, using either a very loud voice or normal conversational levels. Some students may not be able to hear very quiet sounds, even with their hearing aids. Write either "loud" or "quiet" on the back of each audiocard, as appropriate.

Instruction:

Have the student listen to the audiocards. Ask the student to indicate whether each sound is loud or quiet by circling the correct answer on the worksheet. After completing the activity, students should check their answers against those written on the backs of the audiocards.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.D. Practice Items and Correct Student Responses

Sample: HOW = loud

To Be Recorded	Student Responses
1. PLEASE	1. loud
2. ball	2. quiet
3. boy	3. quiet
4. BREAD	4. loud
5. CAT	5. quiet
6. ROPE	6. loud
7. day	7. quiet
8. box	8. quiet
9. tree	9. quiet
10. YOU	10. loud
11. ON	11. loud
12. LIP	12. loud
13. TOE	13. loud
14. dad	14. quiet
15. yes	15. quiet
16. LOOK	16. loud
17. gun	17. quiet
18. FOOD	18. loud
19. pig	19. quiet
20. no	20. quiet

Note: Some students may not be able to hear very quiet sounds even with their hearing aids. It is recommended that normal conversational level voice be used for the "quiet" words.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.D. Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to each card. You will hear a word that is either loud or quiet. Mark "loud" or "quiet" on your paper.

Practice:

Listen to the sample card. The word is loud. Circle "loud" on your paper.

1.	loud	quiet	11.	loud	quiet
2.	loud	quiet	12.	loud	quiet
3.	loud	quiet	13.	loud	quiet
4.	loud	quiet	14.	loud	quiet
5.	loud	quiet	15.	loud	quiet
6.	loud	quiet	16.	loud	quiet
7.	loud	quiet	17.	loud	quiet
8.	loud	quiet	18.	loud	quiet
9.	loud	quiet	19.	loud	quiet
10.	loud	quiet	20.	loud	quiet

Check your work!

Turn over each card to find the answers. Listen again to the words you missed. Give this paper to your teacher.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

Optional Homework Assignment

What Sounds Can You Hear?

Instructions: List loud sounds and quiet sounds that you can hear.

I. AT HOME

Kitchen		Living Room	
loud	quiet	loud	quiet
1.	1.	1.	1.
2.	2.	2.	2.

II. AT SCHOOL

Classroom		Cafeteria	
loud	quiet	loud	quiet
1.	1.	1.	1.
2.	2.	2.	2.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

Objective 2.E1. Student demonstrates the ability to discriminate among sounds of different pitch.

Teacher Lesson Plan

Preparation:

Record a pair of identical words on a number of audiocards, pausing between the words. The words may be spoken at the same pitch, both high- or low-pitched, or may differ in pitch.

It is recommended that the words be recorded by a male speaker with a low-pitched voice and a female speaker with a high-pitched voice. Indicate the pause between words by notching the cards into segments, drawing lines, or using other visual cues. Answers should be written on the back of the audiocards.

Instruction:

Have the student listen to the pairs of words. Ask the student to indicate whether the words are spoken in the same or different pitch levels by circling the correct answer on the worksheet. After completing the activity, students should check their answers against those written on the backs of the cards.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.E1. Practice Items and Correct Student Responses

Sample: HOW/HOW = same

To Be Recorded	Student Responses
1. PLEASE - please	1. different
2. ball - ball	2. same
3. BOY - BOY	3. same
4. bread - bread	4. same
5. CAT - cat	5. different
6. no - NO	6. different
7. ROPE - ROPE	7. same
8. day - day	8. same
9. BOX - box	9. different
10. tree - TREE	10. different
11. you - YOU	11. different
12. on - on	12. same
13. LIP - LIP	13. same
14. toe - toe	14. same
15. DAD - DAD	15. same
16. yes - YES	16. different
17. look - look	17. same
18. GUN - gun	18. different
19. FOOD - FOOD	19. same
20 PIG - pig	20. different

Note: Words in capital letters should be recorded by a high-pitched female voice. Words in lower case letters should be recorded using a low-pitched male voice.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.E1. Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to each card. You will hear the same word read twice. Circle "same" if the two words have the same pitch. Circle "different" if the two words have a different pitch.

Examples: cow/cow = same, dog/DOG = different

Practice:

Listen to the sample card. The two words are both the same. They are both high pitched. Circle "same" on your paper.

Sample: same different

1.	same	different	11.	same	different
2.	same	different	12.	same	different
3.	same	different	13.	same	different
4.	same	different	14.	same	different
5.		different	15.	same	different
6.	same	different	16.	same	different
7.	same	different	17.	same	different
8.	same	different	18.	same	different
9.	same	different	19.	same	different
10.	same	different	20.	same	different

Check your work!

Turn over each card to find the answers. Listen again to the words you missed. Give this paper to your teacher.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

Objective 2.E2. Student demonstrates the ability to discriminate between sentences of different intonation patterns.

Teacher Lesson Plan

Preparation:

For each audiocard, record the same sentence on two separate tracks. The sentences may be recorded with different intonations, or both may be recorded with the same intonation pattern: rising/rising; rising/flat; or flat/flat).

Write the sentence on the front of each card, and the answer on the back.

Instruction:

Before the student begins this activity, the teacher should review information about intonation. Proceed with the activity only when the student clearly demonstrates that he or she understands the concept of intonation.

Have the student listen to each audiocard, then indicate whether the sentences are read in the same or different intonation patterns by circling the correct answer on the worksheet. After completing the activity, students should check their answers against those written on the backs of the cards.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.E2. Practice Items and Correct Student Responses

Sample: a. They won the game. (rising)
b. They won the game. (flat)
Answer: different

To Be Recorded	Student Responses
1a. Your mother is coming. (flat) b. Your mother is coming. (flat)	1. same
2a. She goes to college. (rising) b. She goes to college. (flat)	2. different
3a. I know him. (rising) b. I know him. (flat)	3. different
4a. Shut the door. (rising) b. Shut the door. (flat)	4. different
5a. Bring the box. (flat) b. Bring the box. (flat)	5. same
6a. Mary is happy. (rising) b. Mary is happy. (rising)	6. same
7a. Tom likes baseball. (rising) b. Tom likes baseball. (flat)	7. different
8a. The taxi is coming. (flat) b. The taxi is coming. (rising)	8. different
9a. I love you. (rising) b. I love you. (rising)	9. same
10a. I bought the red hat. (flat) b. I bought the red hat. (rising)	10. different
11a. John drove home. (rising) b. John drove home. (rising)	11. same
12a. I broke the dish. (flat) b. I broke the dish. (flat)	12. same
13a. Tom failed the test. (flat) b. Tom failed the test. (flat)	13. same
14a. Turn around. (flat) b. Turn around. (rising)	14. different

To Be Recorded	Student Responses
15a. It's time for lunch. (rising) b. It's time for lunch. (flat)	15. different
16a. Dinner is at five. (rising) b. Dinner is at five. (flat)	16. different
17a. Joe is having fun. (flat) b. Joe is having fun. (flat)	17. same
18a. You're seventeen. (rising) b. You're seventeen. (rising)	18. same
19a. I like high school. (flat) b. I like high school. (rising)	19. different
20a. That's a dog. (rising) b. That's a dog. (rising)	20. same

NOTE: (rising) = rising intonation pattern
(flat) = flat intonation pattern

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.E2. Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to each track of the audiocard. The same sentence is recorded on each track. Circle "same" if the two sentences have the same intonation pattern. Circle "different" if they have different intonation patterns.

Practice: Listen to the card marked sample:

a) They won the game. (rising)
b) They won the game. (flat) Circle different.

The two sentences have different intonation patterns.

1.	same	different	11.	same	different
2.	same	different	12.	same	different
3.	same	different	13.	same	different
4.	same	different	14.	same	different
5.	same	different	15.	same	different
6.	same	different	16.	same	different
7.	same	different	17.	same	different
8.	same	different	18.	same	different
9.	same	different	19.	same	different
10.	same	different	20.	same	different

Now check your work! Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

Objective 2.F1. Students demonstrate the ability to identify sounds as either high or low pitched.

Teacher Lesson Plan

Preparation:

Record one word in either a high or low-pitched voice, on each of several audiocards. It is recommended that a male speaker with a low-pitched voice and a female speaker with a high-pitched voice record the audiocards. Answers should be written on the backs of the cards.

Instruction:

Have students listen to the audiocards and indicate whether each word is high- or low-pitched by circling the correct answer on the worksheet. After finishing the activity, the students should check their on the backs of the cards.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.P1. Practice Items and Correct Student Responses

Words written in capital letters should be recorded using a high-pitched voice. Words in lower-case letters should be recorded with a low-pitched voice.

Sample: CAT (high pitch)

To Be Recorded	Student Responses
1. please	1. low
2. ball	2. low
3. BOY	3. high
4. bread	4. low
5. eat	5. low
6. no	6. low
7. rope	7. low
8. DAY	8. high
9. box	9. low
10. TREE	10. high
11. YOU	11. high
12. ON	12. high
13. lip	13. low
14. toe	14. low
15. DAD	15. high
16. yes	16. low
17. LOOK	17. high
18. gun	18. low
19. food	19. low
20. pig	20. low

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.F1. Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to each card. You should hear a word. Is the word high-pitched or low-pitched? Circle "high" or "low" on the paper.

Practice:

Listen to the sample card. The word is high-pitched, so you will circle "high" on your paper.

1.	high	low	11.	high	low
2.	high	low	12.	high	low
3.	high	low	13.	high	low
4.	high	low	14.	high	low
5.	high	low	15.	high	low
6.	high	low	16.	high	low
7.	high	low	17.	high	low
8.	high	low	18.	high	low
9.	high	low	19.	high	low
10.	high	low	20.	high	low

Now check your work! Turn over each card to check the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

Objective 2.F2. Students demonstrate the ability to identify sentences with rising or flat intonation patterns.

Teacher Lesson Plan

Preparation:

Record one sentence on each of several audiocards. The sentences should have either a rising or flat intonation pattern. Write the sentence on the front of each card. Answers (rising or flat) should be written on the backs of the audiocards.

Instruction:

Have students listen to each audiocard. Ask students to indicate whether the sentence has a rising or flat intonation pattern by circling the correct answer on the worksheet. After completing the activity, students should check their answers. Answers are written on the backs of the cards.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.F1. Practice Items and Correct Student Responses

Sample: They won the game? (rising)

To Be Recorded	Student Responses
1. Your mother is coming.	1. flat
2. She goes to college.	2. flat
3. I know him.	3. flat
4. Shut the door.	4. rising
5. Bring the box.	5. rising
6. Mary is happy.	6. flat
7. Tom likes baseball.	7. rising
8. The taxi is coming.	8. flat
9. I love you.	9. rising
10. I brought the red hat.	10. flat
11. John drove home.	11. flat
12. I broke the dish	12. flat
13. Tom failed the test	13. rising
14. Turn around.	14. rising
15. It's time for lunch	15. flat
16. Dinner is at five	16. flat
17. Joe is having fun.	17. rising
18. You're seventeen.	18. rising
19. I like high school.	19. flat
20. That's a dog.	20. rising

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.F2. Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to each audiocard. You will hear a sentence. Circle "rising" if the sentence has a rising intonation pattern, circle "flat" if the sentence has a flat intonation pattern.

Practice:

Listen to the card marked sample. The voice reads "They won the game" with a rising intonation pattern. Circle "rising" for that number.

1.	rising	flat	11.	rising	flat
2.	rising	flat	12.	rising	flat
3.	rising	flat	13.	rising	flat
4.	rising	flat	14.	rising	flat
5.	rising	flat	15.	rising	flat
6.	rising	flat	16.	rising	flat
7.	rising	flat	17.	rising	flat
8.	rising	flat	18.	rising	flat
9.	rising	flat	19.	rising	flat
10.	rising	flat	20.	rising	flat

Now check your work! Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

Objective 2.G1. Students demonstrate the ability to attach meaning to sound, based on suprasegmental features.

Teacher Lesson Plan

Preparation:

Record one short sentence on each of several audiocards, stressing one word in each sentence. Write the sentence on the front of each audiocard. Write the stressed word on the back of each audiocard.

Instruction:

Before starting this activity the teacher should review some information about stress. Proceed with the activity only when the students demonstrate understanding of the concept of stress.

Have students listen to each audiocard. Ask them to circle the stressed word in each sentence, then circle the meaning conveyed when that word is stressed. It is recommended that the teacher go through the practice item with students. After finishing the activity, students should check their answers against the backs of the cards.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.G1. Practice Items and Correct Student Responses

Note: Words in capital letters should be stressed.

Sample: The boy was SAD.

1A. SAD
B. a) Who was sad?
b) What bothered the boy.
c) How did the boy feel.

To Be Recorded	Student Responses
1. I love YOU.	1. A. YOU B. c) Who I love.
2. I bought the RED hat.	2. A. RED B. (a) which hat I brought
3. John drove HOME.	3. A. HOME B. (c) where John drove
4. I broke the dish.	4. A. I B. (c) who broke the dish
5. Tom FAILED the test.	5. A. FAILED B. (c) what Tom did

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.G1. Student Worksheet

NAME _____ DATE _____

Instructions: Listen to each card.

A. Which word in the sentence is stressed (read louder and longer)?

B. What does the sentence mean when that word is stressed? Circle the correct meaning.

Sample: "The boy was SAD."

A. SAD

B. (a) Who was sad?
(b) When was he sad?
(c) How did he feel?

A. Circle the stressed word.	B. Circle the meaning
1. I love you.	1a. who loves you. b. how I feel about you. c. who I love.
2. I brought the red hat.	2a. which hat I brought. b. who bought the hat. c. what I bought
3. John drove home.	3a. who drove home. b. how John got home. c. where John drove
4. I broke the dish.	4a. who broke the dish. b. what I did to the dish. c. what I broke.
5. Tom failed the test.	5a. who failed the test. b. what Tom did. c. what Tom failed.

Now check your work! Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

Objective 2.G2. Students demonstrate the ability to attach meaning to sound based on suprasegmental features.

Teacher Lesson Plan

Preparation:

Use audiocards prepared for objective 2.F2 again for this activity.

Instruction:

Before starting this activity the teacher should explain that questions answerable with "yes" or "no" usually take upward intonations (↑). Simple declarative statements take flat intonations (—>).

Have the student listen to each audiocard. Ask the student to listen for flat or upward intonations and to circle either "question" or "statement." It is recommended that the teacher complete at least one practice item with the student. After completing the activity, students should check their answers against those written on the backs of the cards.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.G2. Practice Items and Correct Student Responses

Sample: They won the game? question

To Be Recorded	Student Responses
1. Your mother is coming.	1. statement
2. She goes to college.	2. statement
3. I know him.	3. statement
4. Shut the door?	4. question
5. Bring the box?	5. question
6. Mary is happy.	6. statement
7. Tom likes baseball?	7. question
8. The taxi is coming.	8. statement
9. I love you?	9. question
10. I brought the red hat.	10. statement
11. John drove home.	11. statement
12. I broke the dish.	12. statement
13. Tom failed the test?	13. question
14. Turn around?	14. question
15. It's time for lunch.	15. statement
16. Dinner is at five.	16. statement
17. Joe is having fun?	17. question
18. You're seventeen?	18. question
19. I like high school.	19. statement
20. That's a dog?	20. question

Note: These are the same sentences that were recorded for Objective ASD2.6B.

GOAL 2. DISCRIMINATING BETWEEN SOUNDS

2.G2. Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to each audiocard. (Use audiocards from Objective 2.F2.) You will hear a sentence. Circle "question" if the sentence has a rising intonation pattern. Circle "statement" if the sentence has a flat intonation pattern.

Practice:

Listen to the card marked sample. "They won the game." This sentence has a rising intonation pattern. Circle "question."

1.	question	statement	11.	question	statement
2.	question	statement	12.	question	statement
3.	question	statement	13.	question	statement
4.	question	statement	14.	question	statement
5.	question	statement	15.	question	statement
6.	question	statement	16.	question	statement
7.	question	statement	17.	question	statement
8.	question	statement	18.	question	statement
9.	question	statement	19.	question	statement
10.	question	statement	20.	question	statement

Now check your work! Turn over each card for the answers. Remember ↑ means question and ——> means statement. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 3. COMPREHENDING NON-LINGUISTIC SOUNDS

Objective 3.A. Students demonstrate the ability to identify a variety of non-linguistic sounds during a structured task.

Teacher Lesson Plan

Preparation:

Record 20 different environmental sounds, one to each audiocard. The environmental sounds recorded should vary in their acoustic characteristics. Describe the environmental sound on the back of each audiocard and number the cards 1 through 20.

Instruction:

Before starting this activity the teacher should be sure students are familiar with each environmental sound that will be recorded.

Have students listen to each audiocard. The students must identify the sounds they hear by circling the correct description on the answer sheet. After completing the activity, students should check their answers against the descriptions written on the backs of the cards.

GOAL 3. COMPREHENDING NON-LINGUISTIC SOUNDS

3.A. *Practice Items and Correct Student Responses*

To Be Recorded	Student Responses
1. doorbell	1. doorbell
2. baby crying	2. baby crying
3. dog barking	3. dog barking
4. piano scale	4. piano scale
5. car starting	5. car starting
6. drum beat	6. drum beat
7. sawing wood	7. sawing wood
8. fire engine	8. fire engine
9. alarm clock	9. alarm clock
10. airplane engine	10. airplane engine
11. telephone ring	11. telephone ring
12. train sounds	12. train sounds
13. police whistle	13. police whistle
14. vacuum cleaner	14. vacuum cleaner
15. woman's voice	15. woman's voice
16. hammering	16. hammering
17. bell	17. bell
18. toilet flush	18. toilet flush
19. man's voice	19. man's voice
20. cat meowing	20. cat meowing

GOAL 3. COMPREHENDING NON-LINGUISTIC SOUNDS

3.A. Student Worksheet

NAME _____ DATE _____

Instructions: Listen to each card. You will hear an environmental sound. Circle the sound that you hear.

1.	train sounds	airplane engine	doorbell
2.	baby crying	telephone ring	fire engine
3.	hammering	telephone ring	dog barking
4.	bell	piano scale	alarm clock
5.	toilet flush	man's voice	car starting
6.	drum beat	telephone ring	woman's voice
7.	sawing wood	airplane engine	drum beat
8.	police whistle	fire engine	dog barking
9.	cat meowing	hammering	alarm clock
10.	airplane engine	sawing wood	vacuum cleaner
11.	man's voice	bell	telephone ring
12.	doorbell	drum beat	train sounds
13.	car staring	fire engine	police whistle
14.	vacuum cleaner	dog barking	baby crying
15.	woman's voice	drum beat	airplane engine
16.	bay crying	hammering	airplane engine
17.	fire engine	piano scale	bell
18.	doorbell	toilet flush	cat meowing
19.	bell	man's voice	car starting
20.	cat meowing	fire engine	alarm clock

Now check your work! Turn over each card for the answer. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 3. COMPREHENDING NON-LINGUISTIC SOUNDS

Objective 3.B. Students demonstrate the ability to comprehend non-linguistic sounds in the natural environment by responding to them appropriately.

Teacher Lesson Plan

Preparation:

Prepare a list of sounds common to the students' environment and with which students will be familiar.

Instruction:

Assess the student's ability to respond appropriately to environmental sounds. Present a set of sounds and ask the student to respond appropriately. For example, students should be able to:

Respond when their names are called.
Answer a ringing telephone.
Answer a knock on the door.
Respond to a class-change bell.
Respond to an alarm clock.

GOAL 4. COMPREHENDING WORDS AND PHRASES

Objective 4.A1. Students demonstrate the ability to identify single words during a structured task.

Teacher Lesson Plan

Preparation:

Record sentences on a number of audiocards. Write each sentence on the front of the card, leaving the last word blank. The stimulus words differ in number of syllables and appear at the ends of the sentences. Write the complete sentence on the back of each audiocard.

Instruction:

Have students listen to each audiocard. Ask them to identify the last word in each sentence by circling the correct word on the worksheet. After completing the activity, students should check their answers against the words written on the backs of the cards.

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.A1. Practice Items and Correct Student Responses

To Be Recorded	Student Responses
1. That is a very tall tree.	1. tree
2. Please use a paintbrush.	2. paintbrush
3. Let's play football.	3. football
4. I'm leaving on the train.	4. train
5. Keep that cat.	5. cat
6. He likes ice cream.	6. ice cream
7. That is a fat hotdog	7. hotdog
8. She needs her doormat.	8. doormat
9. My pet is a greyhound.	9. greyhound
10. Show me your thumb.	10. thumb
11. Don't drop the book.	11. book
12. I saw a french fry.	12. french fry
13. Use a pencil or pen.	13. pen
14. I can see the top of the house.	14. house
15. I have a hole in my suit.	15. suit
16. Pack your suitcase.	16. suitcase
17. Brush your teeth.	17. teeth
18. Do you want a hotdog?	18. hotdog
19. Let's play on the beach.	19. beach
20. Give the bird a worm.	20. worm

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.A1. Student Worksheet

NAME _____ DATE _____

Instructions:

Read and listen to each sentence. Circle the word you hear.

1.	That is a very tall _____.	tree	picture
2.	Please use a _____.	paintbrush	thumb
3.	Let's play _____.	football	cards
4.	I'm leaving on the _____.	train	subway
5.	Keep that _____.	mousetrap	cat
6.	He likes_____.	teeth	ice cream
7.	That is a fat _____.	pig	hotdog
8.	She needs her_____.	doormat	broom
9.	My pet is a _____.	cat	greyhound
10.	Show me your _____.	thumb	lunch box
11.	Don't drop the _____.	paintbrush	book
12.	I saw a _____.	french fry	worm
13.	Use a pencil and _____.	pen	bookmark
14.	I can see the top of the_____.	house	flagpole
15.	I have a hole in my _____.	football	suit
16.	Pack your _____.	suitcase	bag
17.	Brush your _____.	teeth	eyebrow
18.	Do you want a _____.	cat	hotdog
19.	Let's play on the _____.	beach	stairway
20.	Give the bird a _____.	worm	hotdog

Now check your work! Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 4. COMPREHENDING WORDS AND PHRASES

Objective 4.A2. Students demonstrate the ability to identify single words during a structured task.

Teacher Lesson Plan

Preparation:

Record one sentence each on several audiocards. Write the sentence on the front of the card, leaving the stimulus word blank. The stimulus words differ in syllable number and are embedded in the sentences. Write the complete sentence on the back of each audiocard.

Instruction:

Have the student listen to each audiocard. Ask the student to identify the missing word in each sentence by circling the correct word on the worksheet. After completing the activity students should check their answers against the words written on the backs of the cards.

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.A2. Practice Items and Correct Student Responses

To Be Recorded	Student Responses
1. The tree is very tall.	1. tree
2. Use a paintbrush for this.	2. paintbrush
3. Play football tomorrow.	3. football
4. Take the subway to school.	4. subway
5. Sue's cat is old.	5. cat
6. He likes ice cream and dogs.	6. ice cream
7. A fat pig fell.	7. fat
8. Her broom is gone.	8. broom
9. My pet greyhound is cute.	9. greyhound
10. Bob's thumb is green.	10. thumb
11. The pink book dropped.	11. book
12. Eat a worm for lunch.	12. worm
13. Mary's pen is nice.	13. pen
14. The green flagpole is tall.	14. flagpole
15. Each suit is different.	15. suit
16. The black suitcase is packed.	16. suitcase
17. Brush your teeth every day.	17. teeth
18. Whose hotdog is that?	18. hotdog
19. Play on the beach only.	19. beach
20. The bird's worm is dirty.	20. worm

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.A2. Student Worksheet

NAME _____ DATE _____

Instructions:

Read and listen to each sentence. Circle the word you hear.

1.	The _____is very tall.	tree	picture
2.	Use a _____ for this.	paintbrush	thumb
3.	Play _____ tomorrow.	football	cards
4.	Take the _____ to school.	train	subway
5.	Sue's _____ is old.	mousetrap	cat
6.	He likes_____ and dogs.	teeth	ice cream
7.	A fat _____ fell.	pig	hotdog
8.	Her _____ is gone.	doormat	broom
9.	My pet _____ is cute.	cat	greyhound
10.	Bob's _____ is green.	thumb	lunch box
11.	The pink _____ dropped.	paintbrush	book
12.	Eat a _____ for lunch.	french fry	worm
13.	Mary's _____ is nice.	pen	bookmark
14.	The green _____ tall.	house	flagpole
15.	Each _____ is different.	football	suit
16.	The black _____ is packed.	suitcase	bag
17.	Brush your _____ everyday.	teeth	eyebrow
18.	Who's _____ is that?	cat	hotdog
19.	Play on the _____ only.	beach	stairway
20.	The bird's _____ is dirty.	worm	hotdog

Now check your work! Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 4. COMPREHENDING WORDS AND PHRASES

Objective 4.A3. Students demonstrate the ability to identify single words during a structured task.

Teacher Lesson Plan

Preparation:

Record one sentence each on several audiocards. Write the sentence on the front of each card, leaving the last word in each sentence blank. Write the complete sentence on the back of each audiocard.

The stimulus words are spondee words (two syllables with equal stress on both syllables). They appear at the ends of the sentences.

Instruction:

Have students listen to each audiocard, and ask them to identify the last word in each sentence by circling the correct response on the worksheet.

After completing the activity, students should check their answers against the sentences written on the backs of the cards.

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.A3. Practice Items and Correct Student Responses

To Be Recorded	Student Responses
1. That is a big hotdog.	1. hotdog
2. Please use a flashlight.	2. flashlight
3. Let's play baseball.	3. baseball
4. Take the football.	4. football
5. Keep that jump rope.	5. jump rope
6. He likes ice cream.	6. ice cream
7. That's a fat cowboy.	7. cowboy
8. She needs her toothbrush.	8. toothbrush
9. Eat the cupcake.	9. cupcake
10. My pet is a bluejay.	10. bluejay
11. Show me your bedroom.	11. bedroom
12. Don't drop the meatball.	12. meatball
13. I saw a rainbow.	13. rainbow
14. Use pencil and toothbrush.	14. toothbrush
15. Get the hairbrush.	15. hairbrush
16. Clean your suitcase.	16. suitcase.
17. Fry the pancake.	17. pancake
18. Pass the shoelace.	18. shoelace
19. Go to the bus stop.	19, bus stop
20. Meet me at the railroad.	20. railroad

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.A3. Student Worksheet

NAME _____ DATE _____

Instructions:

Read and listen to each sentence. Circle the word you hear.

1.	That is a big _____.	airplane	hotdog
2.	Please use a _____.	flashlight	doorbell
3.	Let's play _____.	baseball	outside
4.	Take the _____.	subway	football
5.	Keep that _____.	jump rope	ashtray
6.	He likes _____.	ice cream	football
7.	That's a fat _____.	cowboy	bluejay
8.	She needs her _____.	play pen	toothbrush
9.	Eat the _____.	cupcake	ice cream
10.	My pet is a	greyhound	bluejay
11.	Show me your _____.	eyebrow	bedroom
12.	Don't drop the _____.	shotgun	meatball
13.	I saw a _____.	rainbow	necktie
14.	Use pencil and _____	jacknife	toothbrush
15.	Get the _____.	hairbrush	football
16.	Clean your _____.	suitcase	bedroom
17.	Fry the _____.	pancake	meatball
18.	Pass the _____.	dishpan	shoelace
19.	Go to the _____.	bus stop	toy shop
20.	Meet me at the _____.	railroad	school room

Now check your work! Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 4. COMPREHENDING WORDS AND PHRASES

Objective 4.A4. Students demonstrate the ability to identify single words during a structured task.

Teacher Lesson Plan

Preparation:

Record one sentence each on several audiocards. Write the sentence on the front of the card, leaving the stimulus word blank. Write the complete sentence on the back of the audiocard.

The stimulus words are spondee words (two syllables with equal stress on each syllable). They appear at the ends of the sentences.

Instruction:

Have students listen to the audiocards. Ask students to identify the missing word in each sentence by circling the correct word on the worksheet. After completing the activity students should check their answers against the sentences written on the backs of the cards.

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.A4. Practice Items and Correct Student Responses

To Be Recorded	Student Responses
1. The hotdog is big.	1. hotdog
2. Use Sue's flashlight please.	2. flashlight
3. Play outside today.	3. outside
4. Take the subway home.	4. subway
5. Keep that ashtray at home.	5. ashtray
6. Do you like football or not?	6. football
7. The fat cowboy is funny.	7. cowboy
8. Her toothbrush needs cleaning.	8. toothbrush
9. Mary's cupcake is good.	9. cupcake
10. My pet greyhound is old.	10. greyhound
11. Your bedroom is dirty.	11. bedroom
12. Drop the shotgun now.	12. shotgun
13. See the necktie up there.	13. necktie
14. Use Bob's baseball today.	14. baseball
15. Get the hairbrush for me	15. hairbrush
16. The clean suitcase is mine.	16. suitcase.
17. The fried pancake is good.	17. pancake
18. Pass the ice cream please.	18. ice cream
19. Go to the bus stop now.	19. bus stop
20. The new railroad is closed.	20. railroad

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.A4. Student Worksheet

NAME _____ DATE _____

Instructions:

Read and listen to each sentence. Circle the word you hear.

1.	The _____ is big.	airplane	hotdog
2.	Use Sue's _____ please.	flashlight	doorbell
3.	Play _____ today.	baseball	outside
4.	Take that _____ home.	subway	football
5.	Keep that _____ at home.	jumprope	ashtray
6.	Do you like _____ or not?	ice cream	football
7.	The fat _____ is funny.	cowboy	bluejay
8.	Her _____ needs cleaning.	playpen	toothbrush
9.	Mary's _____ is good.	cupcake	ice cream
10.	My pet _____ is old.	greyhound	bluejay
11.	Your _____ is dirty.	eyebrow	bedroom
12.	Drop the _____ now.	shotgun	meatball
13.	See the _____ up there.	rainbow	necktie
14.	Use Bob's _____ today.	baseball	toothbrush
15.	Get the _____ for me.	hairbrush	football
16.	The clean _____ is mine.	suitcase	bedroom
17.	The fried _____ is good.	pancake	meatball
18.	Pass the _____ please.	dishpan	ice cream
19.	Go to the _____ now.	bus stop	toy shop
20.	The new _____ is closed.	railroad	schoolroom

Now check your work! Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 4. COMPREHENDING WORDS AND PHRASES

Objective 4.A5. Students demonstrate the ability to identify single words during a structured task.

Teacher Lesson Plan

Preparation:

Record sentences on a number of audiocards. Write the sentence on the front of each card, leaving the last word blank. Write the complete sentence on the back of each audiocard.

The stimulus words differ only in one vowel sound and appear at the ends of the sentences.

Instructions:

Have students listen to each audiocard. Ask them to identify the last word in each sentence by circling the correct word on the worksheet. After completing the activity, students should check their answers against the sentences written on the backs of the cards.

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.A5. Practice Items and Correct Student Responses

To Be Recorded	Student Responses
1. Buy a bone.	1. bone
2. We like ham.	2. ham
3. Mike got a turn.	3. turn
4. That's a bag.	4. bag
5. Take a shot.	5. shot
6. Are you fast?	6. fast
7. Give her a lock.	7. lock
8. I need a mate.	8. mate
9. He walks on the top.	9. top
10. Find the bed.	10. bed
11. Try that pile.	11. pile
12. Please don't fail.	12. fail
13. Make a bead.	13. bead
14. There's the load.	14. load
15. It is cut.	15. cut
16. That's a red bat.	16. bat
17. It's for sale.	17. sale
18. I saw the mop.	18. mop
19. Father got a cab.	19, cab
20. Where's the pearl?	20. pearl

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.A5. Student Worksheet

NAME _____ DATE _____

Instructions:

Read and listen to each sentence. Circle the word you hear.

1.	Buy a _____.	bean	bone
2.	We like _____.	him	ham
3.	Mike got a _____.	turn	tan
4.	That's a _____.	bug	bag
5.	Take a _____.	shot	shirt
6.	Are you _____.	fast	first
7.	Give her a _____.	look	lock
8.	I need a _____.	mate	mitt
9.	He walks on the _____.	tip	top
10.	Find the _____.	bed	bud
11.	Try that _____.	pile	pail
12.	Please don't _____.	fail	fall
13.	Make a _____.	bed	bead
14.	There's the _____.	lad	load
15.	It's _____.	cut	cute
16.	That's a red _____.	beet	bat
17.	It's for _____.	sale	soil
18.	I saw the _____.	mop	map
19.	Father got a _____.	cab	cub
20.	Where's the _____?	pole	pearl

Now check your work! Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 4. COMPREHENDING WORDS AND PHRASES

Objective 4.A6. Students demonstrate the ability to identify single words during a structured task.

Teacher Lesson Plan

Preparation:

Record sentences on a number of audiocards. Write the sentence on the front of each card, leaving the last word blank. Write the complete sentence on the back of each audiocard.

The stimulus words differ only in one vowel sound and are embedded in the sentence.

Instructions:

Have students listen to each audiocard. Ask them to identify the last word in each sentence by circling the correct word on the worksheet. After completing the activity, students should check their answers against the sentences written on the backs of the cards.

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.A6. Practice Items and Correct Student Responses

To Be Recorded	Student Responses
1. Buy a bean for him.	1. bean
2. We like him and peas.	2. him
3. Mike has a tan now.	3. tan
4. That's a black bug over there.	4. bug
5. Take a shirt first.	5. shirt
6. You're first today.	6. first
7. Give her a look please.	7. look
8. Where's the mate for this?	8. mate
9. The red tip is broken.	9. tip
10. Find the bud now.	10. bud
11. That pile is mine	11. pile
12. Please don't feel this.	12. feel
13. Paint a bead red.	13. bead
14. There's the load in back.	14. load
15. It's a cute hand.	15. cute
16. The red beet is yours.	16. beet
17. The soil is loose.	17. soil
18. See the map I brought.	18. map
19. Father's cab is coming.	19. cab
20. Where is Mary's pole now?	20. pole

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.A6. Student Worksheet

NAME _____ DATE _____

Instructions:

Read and listen to each sentence. Circle the word you hear.

1.	Buy a _____ for him.	bean	bone
2.	We like _____ and peas.	him	ham
3.	Mike has a _____ now.	turn	tan
4.	That's a black _____ over there.	bug	bag
5.	Take your _____ first.	shot	shirt
6.	You're _____ today.	fast	first
7.	Give her a _____ please.	look	lock
8.	Where's the _____ for this?	mate	mitt
9.	The red _____ is broken.	tip	top
10.	Find the _____ now.	bed	bud
11.	That _____ is mine.	pile	pail
12.	Please don't _____ this.	fail	feel
13.	Paint a _____ red.	bed	bead
14.	There's the _____ in back.	lad	load
15.	It's a _____ hand.	cut	cute
16.	The red _____ is yours.	beet	bat
17.	The _____ is loose.	sale	soil
18.	See the _____ I bought.	mop	map
19.	Father's _____ is coming.	cab	cub
20.	Where is Mary's _____ now?	pole	pearl

Now check your work! Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 4. COMPREHENDING WORDS AND PHRASES

Objective 4.A7. Students demonstrate the ability to identify single words during a structured task.

Teacher Lesson Plan

Preparation:

Record sentences on a number of audiocards. Write the sentence on the front of the card leaving the last word in each sentence blank. Write the complete sentence on the back of each audiocard.

The stimulus words differ only in one consonant sound and appear at the ends of the sentences.

Instructions:

Have students listen to each audiocard. Ask them to identify the last word in each sentence by circling the correct word on the worksheet. After completing the activity, students should check their answers against the sentences written on the backs of the cards.

GOAL 4. COMPREHENDING WORDS AND PHRASES

Objective 4.A7. Practice Items and Correct Student Responses

To Be Recorded	Student Responses
1. That's a pot.	1. pot
2. We saw rocks.	2. rocks
3. There's a bug.	3. bug
4. We laughed at the funny frog.	4. frog
5. I need a stamp.	5. stamp
6. That's my hair.	6. hair
7. I want a kite	7. kite
8. It's a big truck.	8. truck
9. Where's the large snake?	9. snake
10. Please don't sing.	10. sing
11. Let's have a peach.	11. peach
12. Read your map.	12. map
13. You can race.	13. race
14. Who's the kid?	14. kid
15. That's one name.	15. name
16. Shake the mop.	16. mop
17. Which way is best?	17. best
18. Use Joe's jaw.	18. jaw
19. It will bust.	19. bust
20. Buy some soil.	20. soil

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.A7. Student Worksheet

NAME _____ DATE _____

Instructions:

Read and listen to each sentence. Circle the word you hear.

1.	That's a _____.	cot	pot
2.	We saw _____.	fox	rocks
3.	There's a _____.	bug	bus
4.	We laughed at the funny _____.	frog	dog
5.	I need a _____.	stamp	lamp
6.	That's my _____.	chair	hair
7.	I want a _____.	kite	bite
8.	It's a big _____.	duck	truck
9.	Where's the large _____?	snake	lake
10.	Please don't _____.	sing	sit
11.	Let's have a _____.	peek	peach
12.	Read your _____.	map	math
13.	You can _____.	rake	race
14.	Who's that _____.	kid	king
15.	That's one _____.	name	game
16.	Shake the _____.	pop	mop
17.	Which way is _____.	west	best
18.	Use Joe's _____.	saw	jaw
19.	It will _____.	bust	rust
20.	Buy some _____.	foil	soil

Now check your work! Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

Objective 4.A8. Students demonstrate the ability to identify single words during a structured task.

Teacher Lesson Plan

Preparation:

Record sentences on a number of audiocards. Write the sentence on the front of the card, leaving the stimulus word blank. Write the complete sentence on the back of each audiocard.

The stimulus words differ only in one consonant sound and are embedded in the sentences.

Instructions:

Have students listen to each audiocard. Ask them to identify the missing word in each sentence by circling the correct word on the worksheet. After completing the activity, students should check their answers against the sentences written on the backs of the cards.

GOAL 4. COMPREHENDING WORDS AND PHRASES

Objective 4.A8. Practice Items and Correct Student Responses

To Be Recorded	Student Responses
1. That pot is big.	1. pot
2. We saw rocks in the woods.	2. rocks
3. There's a bug over there.	3. bug
4. The funny dog is mine.	4. dog
5. You need a stamp for that.	5. stamp
6. My hair is brown.	6. hair
7. Take a bite now.	7. bite
8. Your truck is moving.	8. truck
9. The large lake is dirty.	9. lake
10. Please don't sit there.	10. sit
11. Let's have a peek this afternoon.	11. peek
12. Read your math carefully.	12. math
13. You can race fast.	13. race
14. Who's that kid over there?	14. kid
15. That's one game we can use.	15. game
16. Shake the mop in the sink.	16. mop
17. Which way is best in this town?	17. best
18. Use Joe's saw for the job.	18. saw
19. It will rust out here.	19. rust
20. Buy some soil today.	20. soil

GOAL 4. COMPREHENDING WORDS AND PHRASES

Objective 4.A8. Student Worksheet

NAME _____ DATE _____

Instructions:

Read and listen to each sentence. Circle the word you hear.

1.	That _____ is big.	cot	pot
2.	We saw _____ in the woods.	fox	rocks
3.	There's a _____ over there.	bug	bus
4.	The funny _____ is mine.	frog	dog
5.	You need a _____ for that.	stamp	lamp
6.	My _____ is brown.	chair	hair
7.	Take a _____ now.	kite	bite
8.	Your _____ is moving.	duck	truck
9.	The large _____ is dirty.	snake	lake
10.	Please don't _____ here.	sing	sit
11.	Let's have a _____ this afternoon.	peek	peach
12.	Read your _____ carefully.	map	math
13.	You can _____ fast.	rake	race
14.	Who's the _____ over there.	kid	king
15.	That's one _____ we can use.	name	game
16.	Shake the _____ in the sink.	pop	mop
17.	Which way is _____ in this town.	nest	best
18.	Use Joe's _____ for the job.	saw	jaw
19.	It will _____ out here.	bust	rust
20.	Buy some _____ today.	foil	soil

Now check your work! Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 4. COMPREHENDING WORDS AND PHRASES

Objective 4.B. Students demonstrate the ability to identify short phrases during a structured task.

Teacher Lesson Plan

Preparation:

Record a familiar short phrase on each of several audiocards. Write the phrase on the back of each card and number the cards 1 through 20.

Instruction:

Before starting this activity, make sure the students are familiar with each of the phrases. Have the student listen to each audiocard. Students must identify the short phrases they hear by circling the correct answers on the worksheet. After completing the activity, students should check their answers against the phrases written on the backs of the cards.

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.B. Practice Items and Correct Student Responses

To Be Recorded	Student Responses
1. I'm fine.	1. I'm fine.
2. How are you?	2. How are you?
3. Pay attention.	3. Pay attention.
4. Where do you live?	4. Where do you live?
5. Help me.	5. Help me.
6. Shut the door.	6. Shut the door.
7. School's out.	7. School's out.
8. So long.	8. So long.
9. How do you do?	9. How do you do?
10. Sit down.	10. Sit down.
11. Help me.	11. Help me.
12. Stop that.	12. Stop that.
13. Raise your hand.	13. Raise your hand.
14. Watch out.	14. Watch out.
15. Get your pencil.	15. Get your pencil.
16. What's wrong?	16. What's wrong?
17. Excuse me, please.	17. Excuse me, please.
18. What time is it?	18. What time is it?
19. How old are you?	19. How old are you?
20. Time for lunch.	20. Time for lunch.

GOAL 4. COMPREHENDING WORDS AND PHRASES

4.B. Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to each card and circle the phrase you hear.

1.	Stop that.	Watch out.	I'm fine.
2.	How are you?	How old are you?	Shut the door.
3.	Sit down.	Get your pencil.	Pay attention.
4.	Watch out.	What's your name.	Where do you live.
5.	Raise your hand.	Excuse me, please.	Help me.
6.	Time for lunch.	Watch out.	Shut the door.
7.	Get your pencil.	School's out.	How old are you.
8.	So long.	What's wrong?	I'm fine.
9.	What time is it?	Raise your hand.	How do you do?
10.	Shut the door.	Pay attention.	Sit down.
11.	Time for lunch	Help me.	Shut the door.
12.	Excuse me, please.	How are you?	Stop that.
13.	School's out.	Raise your hand.	Shut the door.
14.	How do you do?	Watch out.	I'm fine.
15.	Get your pencil.	Shut the door.	Sit down.
16.	What's wrong.	What's your name.	How old are you?
17.	Raise your hand.	Pay attention.	Excuse me, please.
18.	I'm fine.	What time is it?	Where do you live.
19.	How are you?	What's wrong?	Sit down.
20.	Excuse me, please.	Watch out.	Time for lunch.

Now check your work! Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 4. COMPREHENDING WORDS AND PHRASES

Objective 4.C. Students demonstrate the ability to respond to short phrases in the natural environment.

Teacher Lesson Plan

Preparation:

Prepare a list of short phrases that students might hear in their environment.

Instructions:

Ask students to respond appropriately to familiar short phrases. For example:

a. Stand up - the student stands up.
b. Sit down - the student sits down.

Use the following phrases as well as the two listed above. Also add other phrases that might be familiar to your students.

c. Stand behind your chair.
d. Close your eyes.
e. Clap your hands.
f. Close the door.
g. Pick up your books.
h. Turn around.
i. Where are you from?
j. What is your name?
k. What time is it?
l. When is your birthday?
m. How old are you?

GOAL 5. COMPREHENDING SENTENCE DETAILS

Objective 5.A. Students demonstrate the ability to identify details of a message during a structured task.

Teacher Lesson Plan

Preparation:

Record one sentence on each of 10 audiocards. Write the sentence on the back of each card and number the cards from 1 through 10. To increase the difficulty of this activity, add more critical elements.

Instructions:

Have students listen to the audiocards. They must identify the two details that will complete the sentences by circling the correct answers. After completing the activity, students should check their answers against the sentences written on the backs of the cards.

GOAL 5. COMPREHENDING SENTENCE DETAILS

5.A. Practice Items and Correct Student Responses

To Be Recorded	Student Responses
1. Bill is walking home.	1. walking home
2. Jane is washing clothes.	2. washing clothes
3. My mother is working hard.	3. working hard
4. We are drawing pictures.	4. drawing pictures
5. The dog is biting the bone.	5. biting the bone
6. Cathy is watching TV.	6. watching TV.
7. We are jumping rope.	7. jumping rope
8. My father likes reading books.	8. reading books
9. Sally is carrying boxes.	9. carrying boxes
10. The girls are telling secrets.	10. telling secrets

GOAL 5. COMPREHENDING SENTENCE DETAILS

5.A. Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to each card. You will hear a sentence. Circle the words that complete the sentence.

1.	Bill is	a) walking home. b) studying math.
2.	Jane is	a) washing clothes. b) walking downstairs.
3.	My mother is	a) working hard. b) singing a song
4.	We are	a) drawing pictures. b) baking cookies.
5.	The dog is	a) running away. b) biting the bone.
6.	Cathy is	a) watching TV. b) holding the baby.
7.	We are	a) jumping rope. b) cooking hotdogs.
8.	My father is	a) watching movies. b) reading books.
9.	Sally is	a) carrying boxes. b) asking questions.
10.	The girls are	a) telling secrets. b) writing letters.

Now check your work! Turn over each card for the answers. Listen again to the cards you missed. Give this paper to your teacher.

GOAL 6. COMPREHENDING CONNECTED SENTENCES

Objective 6.A. Students demonstrate the ability to indicate the topic of a selected passage.

Teacher Lesson Plan

Preparation:

Record five short stories on the cassette, pausing between stories. Check the counter on the recorder and write down where each story begins and ends.

Instructions:

Before starting this activity, show students how to use the counter on the cassette recorder to find the beginning and end of each story. Have students listen to the stories, then identify the topic of each story by circling the correct responses.

GOAL 6. COMPREHENDING CONNECTED SENTENCES

6.A. Practice Items and Correct Student Responses

To Be Recorded	Student Responses
Story #1	
We have a cat. He is black with green eyes. His name is Tom. Tom likes to catch birds. We put a bell on Tom's collar. Now Tom cannot catch birds.	1b. our cat
Story #2	
I love to go to rock concerts. All my friends love rock and roll music. The tickets for the concerts are expensive. I save my money to buy tickets. Rock and roll music is the greatest!	2c. rock concerts
Story #3	
We went camping last week. Camping is a lot of fun. We made a fire and cooked hot dogs. We slept in a tent.	3c. camping
Story #4	
Our vacation will be in July. We are going to the beach. We will swim and play in the sand. Vacations are great.	4b. vacation
Story #5	
It is so hot today. Yesterday it was cold. It rained too. The weather is really crazy. The temperature changes from one day to the next.	5b. the weather

GOAL 6. COMPREHENDING CONNECTED SENTENCES

6.A. Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to each story on the cassette tape. Circle the topic of each story.

Story #1 a) our dogs

b) our cat

c) the beach

Story #2 a) tennis

b) rock concerts

c) baseball

Story #3 a) the beach

b) the city

c) camping

Story #4 a) July

b) vacation

c) camping

Story #5 a) school

b) my job

c) the weather

Now check your work! Ask your teacher for the answers. Give this paper to your teacher.

GOAL 6. COMPREHENDING CONNECTED SENTENCES

Objective 6.B. Students demonstrate the ability to retrieve information from a passage when they have prior knowledge of the topic and the information to be retrieved.

Teacher Lesson Plan

Preparation:

Record the following story (or a story of your own choice) on cassette tape. Use the suggested questions or prepare several questions about the story.

Instructions:

Tell students the topic of the story. Have them read the questions on the story before they listen to it. After students have listened to the story, ask them to circle the correct answers to the questions on their worksheets.

GOAL 6. COMPREHENDING CONNECTED SENTENCES

6.B. Practice Items and Correct Student Responses

To Be Recorded

DR. WEITBRECHT SKS

In 1964, a deaf man made an invention that would change the lives of deaf people. The man was Dr. Robert Weitbrecht. His invention made it possible for deaf people to use the telephone.

What was Dr. Weitbrecht's invention? He invented the acoustic coupler. Dr. Weitbrecht found a way to send typed messages through the telephone. His invention made TTYs possible for deaf people.

Now many deaf people use TTYs. They can "talk" to each other easily on the telephone with TTYs. More than 80,000 people in America have TTYs.

Last summer, Dr. Weitbrecht died. He was walking his dog when he was hit by a car. He was in a coma for 12 days. Then he died.

Ms. Muriel Strassler, Public Relations Director of the National Association of the Deaf, said, "We will miss Dr. Weitbrecht. He changed the lives of every deaf person in America. He was a great man."

Questions:

1. Was Dr. Weitbrecht deaf or hearing?

   deaf hearing

2. What did Dr. Weitbrecht invent?

   radio television TTY coupler

3. How did he die?

   heart attack hit by a car old age

GOAL 6. COMPREHENDING CONNECTED SENTENCES

6.B. Student Worksheet

NAME _____ DATE _____

Instructions A:

Read the questions. Do not answer the questions now.

Topic: Dr. Weitbrecht

Questions:

1. Is Dr. Weitbrecht deaf or hearing?

   deaf hearing

2. What did Dr. Weitbrecht invent?

   radio television coupler for the TTY

3. How did he die?

   heart attack hit by a car old age

Instructions B:

Listen to the cassette tape. Use the counter to find the beginning of the story. The topic of the story is "Dr. Weitbrecht." Listen carefully. When the story is finished, circle the right answers to the questions.

Now check your work! Ask your teacher for the answers.

GOAL 6. COMPREHENDING CONNECTED SENTENCES

6.B. Optional Homework Assignment

Dinner Conversations

NAME _____ DATE _____

Instructions:

Knowing the topic of a conversation can help you predict what will be said. Discuss with your teacher topics that are often discussed at the dinner table.

Next day, report to your teacher about what was discussed at your dinner table. Did you miss anything that was said? What can you do to improve your communication skills?

GOAL 6. COMPREHENDING CONNECTED SENTENCES

Objective 6.C. Students demonstrate the ability to retrieve information from a passage when they have prior information only about the topic.

Teacher Lesson Plan

Preparation:

Record one short story on the cassette tape. Prepare several questions related to the story.

Instructions:

Tell students the topic of the story. Have students listen to the cassette tape. Do not give students the questions to answer until after they have listened to the story.

GOAL 6. COMPREHENDING CONNECTED SENTENCES

6.C. Practice Items and Correct Student Responses

To Be Recorded

RID: HELPING DEAF PEOPLE GET INTERPRETERS

Sign language interpreters change voice to sign language and sign language to voice. Interpreting is an important skill.

Deaf people often need sign language interpreters. For a long time they had to depend on hearing friends or children of deaf parents to interpret.

In 1964, a group of deaf and hearing people got together. They wanted to make a list of the people who could be interpreters for deaf people. The list would be of people who were the best interpreters for deaf people. They called the list a "registry." The group of people and the interpreters on the list became the "Registry of Interpreters for the Deaf" (RID).

In 1972, the RID started a test. All sign language interpreters could take the test. The people who passed the test got certificates. The certificate meant that they were "certified" interpreters.

Questions:

1. What is a sign language interpreter?

    a. Sign language interpreters change voice to sign language and sign language to voice.

2. What does RID mean?

    a. Registry of Interpreters for the Deaf.

. How does an interpreter become certified?

    a. All sign language interpreters must take a test. The test is given by the RID.

GOAL 6. COMPREHENDING CONNECTED SENTENCES

6.C. Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to the cassette tape. Use the counter to find the beginning of the story. The topic of the story is "RID: Helping Deaf People Get Interpreters." After the story is finished, answer the following questions:

1. What is a sign language interpreter?

2. What does RID mean?

3. How does an interpreter become certified?

Now check your work! Ask your teacher for the answers.

GOAL 6. COMPREHENDING CONNECTED SENTENCES

6.C. Optional Homework Assignment

What's It All About?

NAME _____ DATE _____

Instructions:

Listen to three of your favorite songs. Write a few sentences explaining what each song is about.

Song #1, Title: _____

Song #2, Title: _____

Song #3, Title: _____

GOAL 6. COMPREHENDING CONNECTED SENTENCES

Objective 6.D. Students demonstrate the ability to comprehend a passage without any prior information about its content.

Teacher Lesson Plan

Preparation:

Record one short story on the cassette tape. Prepare several questions related to the story.

Instructions:

Have students listen to the story. Do not tell them the topic of the story. After students listen to the story, ask them to answer the related questions.

GOAL 6. COMPREHENDING CONNECTED SENTENCES

6.D. Practice Items and Correct Student Responses

To Be Recorded

MEETING HELEN KELLER

By Barbara Tricario

Helen Keller was six years old. She was deaf and blind. She could not communicate. Helen could not talk to her mother. She did not understand. Helen was very spoiled. She was dirty. She was mean. She did anything she wanted. She broke things. Her parents did not punish her.

Anne Sullivan came to the Keller house. She was Helen's teacher now. Anne did not like Helen's behavior. Helen threw food on the floor. Helen broke dishes. Helen was messy. Ann made Helen behave better.

Ann Sullivan taught Helen to fingerspell. Helen played with the letters on her hands. She did not understand the words. She thought fingerspelling was a game. Anne spelled "doll." She showed Helen a doll. Helen did not want to play. She did not understand. She was not patient with Anne. She threw the doll on the floor. The doll broke. She fought with Anne. Anne held Helen's hands. Anne spelled the word, water. Suddenly Helen remembered the sound of the word.

Helen became deaf at the age of two. She heard words before she became deaf. Now she remembered. Helen said, "Water." She spelled W-A-T-E-R with her fingers. She played in the water. She was happy. Now Helen understood about words. She wanted to learn more.

Helen ran to her house. She picked up the doll. The doll was on the floor. She touched the doll. She spelled D-O-L-L with her fingers. She understood the word now. Helen ran outside. She did not fight with Anne. Helen understood. She spelled T-E-A-C-H-E-R. Helen hugged Anne. This was an important day for Helen.

Questions:	Responses:
1. Who was Helen Keller?	a. A deaf blind girl.
2. Who was Anne Sullivan?	a. Helen's teacher.
3. Helen learned to fingerspell some words. Which words did she learn to fingerspell?	a. water, doll, teacher

GOAL 6. COMPREHENDING CONNECTED SENTENCES

6.D. Student Worksheet

NAME _____ DATE _____

Instructions:

Listen to the cassette tape. Answer the questions.

1. Who was Helen Keller?

2. Who was Anne Sullivan?

3. Helen learned to fingerspell some words. Which words did she learn to fingerspell?

Now check your work! Listen to the tape again or ask your teacher for the answers.

APPENDIX

A. Student Skills Checklist, 95

B. References, 97

C. Equipment Sources, 99

Appendix A

STUDENT SKILLS CHECKLIST

Student name:_____

Teacher: _____ **Date:** _____

____ ***GOAL 1.*** ***DEMONSTRATES AWARENESS OF SOUND.***

____ ***GOAL 2.*** ***DISCRIMINATES AMONG SUPRASEGMENTAL FEATURES.***

____ 2. A Discriminates between sounds differing in length.
____ 2. B Identifies sounds as long or short.
____ 2. C Discriminates between sounds differing in loudness.
____ 2. D Identifies sounds as loud or soft.
____ 2. E Discriminates among sounds of different pitch.
____ 2. F Identifies sounds as high or low.
____ 2. G Attaches meaning to sounds based on suprasegmental information.

____ ***GOAL 3.*** ***COMPREHENDS NON-LINGUISTIC SOUNDS IN THE ENVIRONMENT.***

____ 3. A Identifies non-linguistic sounds in a structured task.
____ 3. B Comprehends non-linguistic sounds in the natural environment.

____ ***GOAL 4.*** ***COMPREHENDS SINGLE WORDS AND SHORT PHRASES IN CONTEXT.***

____ 4. A Identifies single words in a structured task.
____ 4. B Identifies short phrases in a structured task.
____ 4. C Comprehends words and short phrases in the natural environment.

____ ***GOAL 5.*** ***COMPREHENDS DETAILS IN SENTENCES.***

____ 5. A Identifies details of a message during a structured task.

____ ***GOAL 6.*** ***COMPREHENDS SEVERAL CONNECTED SENTENCES.***

____ 6. A Identifies topic of a short passage.
____ 6. B Comprehends specific information from a passage, given prior clues about listen for.
____ 6. C Comprehends information from a passage, given topic only.
____ 6. D Comprehends information from a passage without prior clues.

SCORING KEY:

A	Auditory only
A + S	Audition and speechreading combined
+	Has skill
*	Developing skill
NA	Not applicable

APPENDIX B. REFERENCES

Carroll, Cathy, World Around You. Washington, DC: Outreach, Pre-College Programs, Gallaudet University. Jan. 5, 1984; Sept. 5, 1971; Jan. 1, 1984; Sept. 15, 1983; Jan. 5, 1984.

Carter, J., Learning Language Through Interaction: Introduction to Interaction, Reading Book. Washington, DC: Outreach, Pre-College Programs, Gallaudet University, 1981.

Erber, N., Auditory Training. Washington, DC: A.G. Bell Assn., 1982.

Erber, E., "The Use of Audiotape Cards in Auditory Training for Hearing Impaired Children." In Volta Review, 78, 209-218.

Finitzo-Hieber, Matkin, Cherow-Skalka, and Gerling, The Sound Effects Recognition Test . St. Louis, MO: AUDIOTEC of St. Louis, 1977.

Marvich, J.W., and Knight C.H., Developing Auditory Skills, a Guide to Auditory Training Activities. Washington, DC: Outreach, Pre-College Programs, Gallaudet University, 1984.

Nussbaum, D., and Deyo, D., KDES Curriculum Guide: Auditory Skills. Washington, DC: Outreach, Pre-College Programs, Gallaudet University, 1982.

APPENDIX C. EQUIPMENT SOURCES

AUDIOCARD READERS

Audiotronics
7428 Bellaire Ave.
N. Hollywood, CA 91605

Bell & Howell
Audio-Visual Products Division
7100 N. McCormick Rd.
Chicago, Il 60645

Califone International, Inc.
5922 Borcroft St.
Los Angeles, CA 90016

HIGH-OUTPUT HEADPHONES

Telephonics
770 Park Ave.
Huntington, NY 11743

Telex Communication, Inc.
9600 Aldrich Ave., South
Minneapolis, MN 55420

Jay L. Warren, Inc.
721 W. Belmont Ave.
Chicago, IL 60652

SYSTEM DESIGN

Center for Communication Research
1531 St. Paul St.
Rochester, NY 14621

Oval Window Audio
309 Congress St.
Portland, ME 04101

AUDITORY TRAINER AMPLIFIERS

HARDWIRE SYSTEMS

Precision Acoustics, Inc.
501 Fifth Ave., #704
New York, NY 10017

Jay L. Warren, Inc.
721 W. Belmont Ave.
Chicago, IL 60652

INDUCTION LOOP SYSTEMS

Hal-Hen Co.
35-53 24th St.
Long Island City, NY 11106

Oval Window Audio
309 Congress St.
Portland, ME 04101

INFRARED SYSTEMS

IPAS International Corp.
1440 Broadway, Suite 2250
New York, NY 10018

Siemens Hearing Instruments
685 Liberty Ave.
Union, NJ 07083

FM RADIO FREQUENCY SYSTEMS

Earmark, Inc.
1125 Dixwell Ave.
Hamden, CT 06514

Phonic Ear, Inc.
250 Camino Alto
Mill Valley, CA 94941

Telex Communication, Inc.
9600 S. Aldrich Ave., South
Minneapolis, MN 55420

PORTABLE SYSTEMS
(with built-in
rechargeable batteries)

Electronic Futures, Inc.
801 N. Main St. Ext.
Wallingford, CT 06492

Eckstein Bros., Inc.
4807 W. 118th Place
Hawthorne, CA 90250

Quinta Associates
67 Leuning Dr.
S. Hackensack, NJ 07606

Gallaudet
Pre-College Programs